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ABSTRACT

This State of Mississippi annual evaluation report on programs, projects, services, and activities funded in whole or in part under Elementary Secondary Education Act Title I is organized into 10 parts. Part 1 is an "Introduction." Part 2 specifies the "Number of School Districts and Participants." "Total Allocation and Expenditures for Fiscal Year 1973" is the subject of Part 3. Part 4 discusses "In-Service Training." The "Number of Children by Grade Participating in Title I" is summarized in Part 5. Part 6 deals with "Title I staffing Assignments." "Evaluation of Activities" is discussed in Part 7. The topic of Part 8 is "District Allocations and Participants." Part 9 focuses on "Program Emphasis and Expenditures." Part 10 comprises "Project Profiles (Regular School Year)" summarily describing 36 projects, including those of the following school districts: Aberdeen Municipal Separate School District; Amity County School District, Benton County School District, Bolivar County School District Number 4, Canton Municipal Separate School District, Choctaw County School District, Clay County School District, Clinton Municipal Separate School District, Coffeeville Consolidated School District, Covington County School District, Drew Municipal Separate School District, and 25 others. (JM)

ED105008

ANNUAL EVALUATION REPORT

TITLE I, ESEA

REGULAR SCHOOL YEAR

1972-73

STATE OF MISSISSIPPI

DEPARTMENT OF EDUCATION

DR. GARVIN H. JOHNSTON

STATE SUPERINTENDENT

PREPARED BY

TITLE I, ESEA ADMINISTRATIVE UNIT

DR. ALBERT J. COMFORT, JR.

COORDINATOR

W. LAMAR HERD

SUPERVISOR OF EVALUATION AND MEASUREMENT

UD 014997

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INTRODUCTION

Title I of the Elementary and Secondary Education Act of 1965 provides an unusual opportunity for the extension of cooperative efforts between Local Educational Agencies and the State Educational Agency. These efforts include not only programmed planning, development, and implementation but also program evaluation. Evaluation of programs provides an index to program direction as well as an indication of the rate of progress. Evaluation also serves as a means of indicating the extent to which the objectives of a particular program have been reached.

The Eighth Annual Title I, ESEA Evaluation Report that follows attempts to summarize the effectiveness of programs and the educational achievement of children participating in these programs operated by local educational agencies during Fiscal Year 1973. Careful analysis of this report will provide evidence of the extent to which educationally deprived children in Mississippi benefitted from the many activities and services provided through Title I programs.

TITLE I, ESEA

EVALUATION

REGULAR SCHOOL YEAR

1972-73

I. Number of School Districts and Participants

A.	School Districts	155
B.	Participants	183,917

II. Total Allocation and Expenditures for FY 1973

A.	Allocations			
	1.	Part A	$36,564,099	
	2.	Part C	1,051,877	37,615,976
B.	Expenditures			
	1.	Part A	33,524,850	
	2.	Part C (FY 72)	1,091,100	
	3.	Carry Over (FY 72)	5,573,637	$40,189,587

III. In-Service Training

A. Number of LEA's conducting in-service training during 1972-73 -- 82.

B. Expenditures for in-service training during 1972-73 -- $273,968.

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NUMBER OF CHILDREN BY GRADE PARTICIPATING IN TITLE I

Grade	Participants
Pre-School	1,418
Grade 1	31,115
Grade 2	29,717
Grade 3	25,813
Grade 4	23,449
Grade 5	21,916
Grade 6	19,761
Grade 7	11,771
Grade 8	8,876
Grade 9	3,917
Grade 10	2,046
Grade 11	1,628
Grade 12	1,256
TOTAL	182,683

TITLE I STAFF ASSIGNMENTS

CLASSIFICATION	NUMBER ASSIGNED
Teaching - Kindergarten	22
Teaching - Elementary	1551
Teaching - Secondary	267
Teaching - Handicapped Children Only	332
Teacher Aide	2717
Librarian	43
Librarian Aide	115
Supervision	319
Direction and Management (Administrative)	135
Counseling	89
Psychologist	3
Testing	13
Social Work	4
Attendance	75
Nurse	121
Physician	0
Dentist	3
Dental Hygienist	5
Clerical	321
Other	214
TOTAL STAFF	6349
TOTAL COST OF STAFF	$25,381,157

V. Combined results of the 155 school district's evaluation of each activity and supportive service:

A. Activities

1. READING

Extent To Which Objective Has Been Achieved

	Substantial	Some	Little or None
Pre-School	6	0	0
Grades 1-3	79	67	15
Grades 4-6	67	64	11
Grades 7-9	26	35	9
Grades 10-12	3	9	4

2. LANGUAGE ARTS

Extent To Which Objective Has Been Achieved

	Substantial	Some	Little or None
Pre-School	0	0	0
Grades 1-3	23	23	5
Grades 4-6	18	32	6
Grades 7-9	11	19	5
Grades 10-12	4	8	2

3. MATHEMATICS

Extent To Which Objective Has Been Achieved

	Substantial	Some	Little or None
Pre-School	0	0	0
Grades 1-3	48	45	10
Grades 4-6	45	46	6
Grades 7-9	19	28	8
Grades 10-12	4	6	3

4. NATURAL SCIENCE

Extent To Which Objective Has Been Achieved

	Substantial	Some	Little or None
Pre-School	0	0	0
Grades 1-3	7	8	1
Grades 4-6	6	12	1
Grades 7-9	4	6	2
Grades 10-12	1	1	1

5. VOCATIONAL EDUCATION

Extent To Which Objective Has Been Achieved

	Substantial	Some	Little or None
Pre-School	0	0	0
Grades 1-3	0	0	0
Grades 4-6	0	1	0
Grades 7-9	4	1	2
Grades 10-12	6	1	1

6. INDUSTRIAL ARTS

Extent To Which Objective Has Been Achieved

	Substantial	Some	Little or None
Pre-School	0	0	0
Grades 1-3	1	0	1
Grades 4-6	2	2	0
Grades 7-9	7	4	1
Grades 10-12	4	1	2

7. SPECIAL EDUCATION

Extent To Which Objective Has Been Achieved

	Substantial	Some	Little or None
Pre-School	0	0	0
Grades 1-3	27	17	3
Grades 4-6	29	22	4
Grades 7-9	10	7	2
Grades 10-12	3	2	2

8. MUSIC

Extent To Which Objective Has Been Achieved

	Substantial	Some	Little or None
Pre-School	0	0	0
Grades 1-3	26	11	2
Grades 4-6	26	12	3
Grades 7-9	6	6	3
Grades 10-12	1	4	0

B. Supportive Services

1. ATTENDANCE

Extent To Which Objective Has Been Achieved

	Substantial	Some	Little or None
Pre-School	0	0	0
Grades 1-3	27	11	0
Grades 4-6	27	11	0
Grades 7-9	12	14	1
Grades 10-12	2	9	5

2. FOOD

Extent To Which Objective Has Been Achieved

	Substantial	Some	Little or None
Pre-School	0	0	0
Grades 1-3	6	0	0
Grades 4-6	6	0	0
Grades 7-9	3	2	0
Grades 10-12	1	1	0

3. GUIDANCE

Extent To Which Objective Has Been Achieved

	Substantial	Some	Little or None
Pre-School	0	0	0
Grades 1-3	26	19	2
Grades 4-6	27	16	0
Grades 7-9	17	11	0
Grades 10-12	9	2	1

4. HEALTH

Extent To Which Objective Has Been Achieved

	Substantial	Some	Little or None
Pre-School	0	0	0
Grades 1-3	63	20	5
Grades 4-6	62	18	4
Grades 7-9	17	20	3
Grades 10-12	4	8	3

5. LIBRARY

Extent To Which Objective Has Been Achieved

	Substantial	Some	Little or None
Pre-School	0	0	0
Grades 1-3	24	11	0
Grades 4-6	25	10	0
Grades 7-9	12	7	0
Grades 10-12	2	3	0

6. SPEECH THERAPY

Extent To Which Objective Has Been Achieved

	Substantial	Some	Little or None
Pre-School	0	0	0
Grades 1-3	19	6	1
Grades 4-6	16	4	0
Grades 7-9	4	5	0
Grades 10-12	1	1	2

SCHOOL DISTRICT ALLOCATIONS AND NUMBER OF TITLE I PARTICIPANTS

School Districts	Allocation	Participants
Adams Co		
Natchez Sep	448,223	1,945
Alcorn Co	246,295	1,366
Corinth Sep	103,156	545
Amite Co	336,378	1,975
Attala Co	278,196	1,439
Kosciusko Sep	210,376	1,110
Benton Co	171,272	910
Bolivar Co		
Bolivar #1	335,396	1,626
Bolivar #2	222,403	936
Bolivar #3	235,184	1,240
Bolivar #4	319,978	1,125
Bolivar #5	77,309	930
Bolivar #6	174,479	759
Calhoun Co	316,770	1,650
Carroll Co	292,789	1,008
Chickasaw Co	98,391	510
Houston Sep	147,965	860
Okolona Sep	121,797	688
(Chickasaw - 111,846)		
(Monroe - 9,951)		
Choctaw Co	169,170	1,012
Claiborne Co	276,671	1,452
Clarke Co		
Enterprise Cons	75,545	350
Quitman Cons	210,598	980
Clay Co	103,156	490
West Point Sep	219,066	1,078
Coahoma Co	575,348	2,966
Coahoma Co AHS	130,767	680
Clarksdale Sep	320,540	1,892
Copiah Co	271,345	1,557
Hazlehurst Sep	234,904	1,267
Copiah-Lincoln AHS	25,789	135
Covington Co	293,338	1,600
DeSoto Co	531,757	3,651
Forrest Co	100,374	515
Forrest Co AHS	20,743	115
Hattiesburg Sep	229,298	1,210
Franklin Co	120,638	665
George Co	106,239	560
Greene Co	130,206	670
Grenada Co		
Grenada Sep	301,479	2,034
Hancock Co	47,233	246
Bay St. Louis Sep	75,265	390

School Districts	Allocation	Participants
Harrison Co	134,271	705
Biloxi Sep	181,364	954
Gulfport Sep	152,631	793
Long Beach Sep	20,542	100
Pass Christian Sep	69,456	325
Hinds Co	647,107	2,385
Clinton Sep	58,726	264
Hinds Co AHS	72,602	300
Jackson Sep	851,877	4,408
Holmes Co	853,278	3,247
Durant Sep	47,654	260
Humphreys Co	561,891	1,984
Itawamba Co	182,071	952
Itawamba Co AHS	22,706	147
Jackson Co	40,786	205
Moss Point Sep	74,826	380
Ocean Springs Sep	34,479	178
Pascagoula Sep	61,369	330
Jasper Co		
East Jasper Cons	191,455	1,138
West Jasper Cons	132,028	660
Jefferson Co	294,611	1,720
Jefferson Davis Co	351,234	2,245
Jones Co	299,516	1,547
Laurel Sep	205,611	1,146
Kemper Co	359,784	1,658
Lafayette Co	172,003	942
Oxford Sep	116,210	550
Lamar Co	81,331	425
Lumberton Line Cons	58,165	237
(Lamar - 53,680)		
(Pearl River - 4,485)		
Lauderdale Co	207,013	1,118
Meridian Sep	432,386	2,492
Lawrence Co	171,413	905
Leake Co	438,973	2,305
Lee Co	244,575	1,313
Baldwyn Sep	90,402	470
(Lee - 38,824)		
(Prentiss - 51,578)		
Nettleton Line Cons	68,007	267
(Lee - 23,687)		
(Monroe - 44,320)		
Tupelo Sep	126,562	572
Leflore Co	817,118	4,223
Greenwood Sep	296,713	1,350

School Districts	Allocation	Participants
Lincoln Co	135,392	655
Brookhaven Sep	154,594	911
Lowndes Co	301,338	1,598
Columbus Sep	277,932	958
Madison Co	490,271	2,510
Canton Sep	390,899	2,255
Marion Co	220,047	1,150
Columbia Sep	156,681	516
Marshall Co	446,807	2,250
Holly Springs Sep	188,652	[illegible]
Monroe Co	99,215	447
Aberdeen Sep	253,965	1,295
Amory Sep	90,542	360
Montgomery Co	173,325	804
Winona Sep	108,797	582
Neshoba Co	263,553	1,500
Philadelphia Sep	145,343	715
Newton Co	111,705	603
Newton Sep	138,476	887
Union Sep	65,588	336
Noxubee Co	506,949	2,380
Oktibbeha Co	242,612	1,210
Starkville Sep	176,879	716
Panola Co		
North Panola Cons	390,198	1,776
South Panola Cons	390,619	2,325
Pearl River Co	25,659	126
Picayune Sep	127,897	653
Poplarville Sep	57,702	305
Perry Co	82,413	435
Richton Sep	38,824	200
Pike Co		
North Pike Cons	58,071	280
South Pike Cons	212,058	1,100
McComb Sep	168,189	860
Pontotoc Co	209,115	977
Pontotoc Sep	97,269	543
Prentiss Co	226,074	1,230
Quitman Co	649,770	3,131
Rankin Co	327,408	2,107
Scott Co	323,063	2,019
Forest Sep	94,970	565
Sharkey Co		
Sharkey-Issaquena Cons	203,789	1,074
(Sharkey - 134,271)		
(Issaquena - 69,518)		
Anguilla Line Cons	161,181	963
Simpson Co	400,850	2,739
Smith Co	294,331	1,717
Stone Co	66,575	350

School Districts	Allocation	Participants
Sunflower Co	672,055	3,060
Drew Sep	342,405	688
Indianola Sep	323,623	1,731
Tallahatchie Co		
East Tallahatchie Cons	367,913	1,705
West Tallahatchie Cons	397,066	1,945
Tate Co	397,486	2,674
Senatobia Sep	92,338	469
Tippah Co		
North Tippah Cons	95,027	485
South Tippah Cons	161,892	850
Tishomingo Co	146,885	773
Iuka Sep	36,692	201
Tunica Co	566,797	2,382
Union Co	183,969	1,000
New Albany Sep	174,070	956
Walthall Co	345,919	1,754
Warren Co	147,446	826
Vicksburg Sep	296,293	1,370
Washington Co		
Greenville Sep	407,858	2,253
Hollandale Cons	318,578	1,746
Leland Cons	288,023	1,296
Western Line Cons	228,632	1,185
(Washington - 197,657)		
(Issaquena - 30,975)		
Wayne Co	214,161	2,000
Webster Co	204,490	1,288
Wilkinson Co	357,401	1,598
Winston Co		
Louisville Sep	363,288	2,140
Yalobusha Co		
Coffeeville Cons	190,800	1,038
Water Valley Cons	109,883	650
Yazoo Co	370,799	1,947
Yazoo City Sep	322,922	1,106
Holly Bluff Line Cons	67,416	356
(Yazoo - 62,931)		
(Sharkey - 4,485)		
RESERVED	56,343	
Low-Income Children	35,922,629	
Institutions for Neglected and Delinquent	221,419	
Schools for Handicapped	420,051	
TOTAL	36,564,099	183,917

NUMBER OF PARTICIPANTS BY INSTRUCTIONAL ACTIVITY AND COST

ACTIVITY	PARTICIPANTS					EXPENDITURES	
	Kinder-garten	Grades 1-6	Grades 7-12	Total	No. of LEA's	Amount	% of Total Expenditures
Art		25,690	2,735	28,425	27	455,062	1.3
Business Education			385	385	3	37,423	.01
Cultural Enrichment		744		744	2	7,106	.0
English-Reading		120,049	15,595	135,644	144	11,480,175	34.2
English-Other Language Arts		40,847	7,343	48,190	63	2,309,360	6.8
Home Economics			617	617	3	31,900	.009
Industrial Arts		2,761	2,489	5,250	13	253,059	.7
Mathematics		83,257	10,764	94,021	114	4,093,433	12.2
Music		44,584	4,476	49,060	48	695,243	2.7
Physical Education & Recreation		55,326	6,588	61,914	59	1,037,876	3.9
Natural Science		24,385	4,133	28,498	26	398,650	1.2
Social Science		7,396	1,510	8,906	10	103,527	.03
Other Vocational Education		189	1,703	1,892	13	121,058	.03
Spec. Activities for Handicapped		4,832	578	5,410	75	1,293,947	3.8
Kindergarten	517			517	4	149,788	.04
Other Instructional Activities		9,995	1,845	11,840	17	179,671	.05
	TOTAL COST AND PERCENTAGE					22,917,278	68.4

NUMBER OF PARTICIPANTS BY SUPPORTIVE ACTIVITY AND COST

ACTIVITY	PARTICIPANTS					EXPENDITURES	
	Kinder-garten	Grades 1-6	Grades 7-12	Total	No. of LEA's	Amount	% of Total Expenditures
Attendance		42,522	9,798	52,320	46	366,647	1.9
Clothing		1,997	191	2,188	18	25,278	.07
Food		13,178	2,799	15,977	11	58,899	.02
Guidance-Counseling		71,711	11,910	83,621	73	830,774	2.4
Health-Dental		42,954	6,627	49,581	79	409,615	1.2
Health-Medical		79,182	12,106	91,288	106	962,968	2.8
Library		67,112	11,126	78,238	58	818,867	2.4
Psychological		35,359	6,093	41,452	37	138,589	.04
Social Work		3,155	977	4,132	3	17,847	.005
Speech Therapy		4,065	620	4,685	38	245,112	.7
Transportation		2,344	690	3,034	8	15,199	.004
Spec. Services for Handicapped		1,471	504	1,975	1	4,670	.0
Other Services		25,246	5,785	31,031	23	114,053	.03
	TOTAL COST AND PERCENTAGE					4,008,518	11.9+

Reports from local school districts as revealed in this table indicate the supportive services that were most needed by the Title I children in their target schools. These services, as reported by the LEA's, were in support of the instructional activities and necessary components to insure reasonable success.

TITLE I, ESEA

EVALUATION

REGULAR SCHOOL YEAR

1972-73

PROJECT PROFILES

OF

LOCAL EDUCATION AGENCY EVALUATIONS

16

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Aberdeen Municipal Separate School District, Aberdeen, Mississippi

II. Contact Person: Miss Nell Sanders, Title I Coordinator

III. Cost: $289,613 Part A-$253,965; Carry-Over-$27,587; Part C-$8,061

IV. Major Emphasis: The major emphasis of our program was Reading, Mathematics, Speech, Physical Education, Guidance, Library, and Health.

V. Description: The current project was planned and implemented to improve the educational achievement of 1294 children identified through standardized test data and teacher judgement as having the greatest need for special help in the above designated areas of major emphasis. The staff for instructional activities included one reading supervisor, one math supervisor, one media and materials supervisor, five reading teachers, three math teachers, two physical education teachers, one speech teacher, and twenty-six teacher aides. The staff for supportive services included one guidance counselor, one elementary librarian, one nurse, two library aides and one health aide. Thirty-nine regular elementary teachers were involved with students in the program.

Special developmental reading programs were provided for selected students in grades one through six. These included a readiness class for first graders deficient in pre-reading skills, DISTAR program for first and second graders who had experienced

difficulty in a regular program, and Sullivan Programmed Reading for pupils in grades three through six whose achievement level was more than one grade below grade placement.

Remedial reading classes were conducted in grades two through eight for students needing additional help. These classes provided an additional daily period of reading instruction on a small group and/or individual basis. Multi-level materials and media were utilized by the staff in meeting the individual needs of each participant. Emphasis was placed on both word attack and comprehension skills. Criterion reference tests were used to evaluate skill achievement.

Math activities were carried on in a manner similar to the reading activities with the exception that remedial math instruction was limited to grades five through eight. As in the reading program, the excellent multi-level materials, the small group and individualized approach, and the assistance of teacher aides contributed significantly to pupil progress.

Fifth, sixth and seventh grade students needing help with oral communication had forty-five minute speech classes twice a week. Individualized and small group instruction was used to improve pronunciation, articulation, phrasing, and interpretation which included timing, loudness, pitch, quality.

Physical education activities were conducted for selected students in grades three through seven. Emphasis was on the development of both physical fitness and wholesome character traits. Instruction was provided in basic calisthenics and skills, facts and strategies for sports appropriate for the various age groups.

Guidance services were available at each target school on a regular schedule. Counseling was on both an individual and small group basis. Discussions on common problems were motivated through the use of audio-visual materials.

Selected students in grades one through four received special instruction once a week in the library-media center. Emphasis was on the development of skills in the selection and use of materials and media for enrichment and enjoyment.

As in past years, the health services were an important aspect of the program. Following screening for dental, hearing and physical defects, the required corrections were provided for the low-income pupils.

The program contributed to a better self image on the part of all participating pupils as well as to significant improvement in academic achievement for 60% of the participants in reading and 65% in mathematics.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Amite County School District, Liberty, Mississippi

II. Contact Person: Mrs. Maude J. Barney, Title I Coordinator

III. Cost: $398,080.18

IV. Major Emphasis: Information tabulated from our needs assessment sheets, standardized test results, nurse and attendance workers' reports, and teacher and parent opinions indicated that our students needed help in several areas but, especially, in the areas of language arts, reading and math. Therefore, our project focused particularly on supplementing the work of the regular teachers in these fields, trying to help the pupils gain the needed skills to achieve on their grade level. Our social studies, and science programs were strengthened by the use of additional instructional materials purchased with Title I Money.

In an effort to overcome effects of deprived home life, opportunity for Title I students to participate in extra music activities was provided in our project. Also, as an excellent method of improving the whole learning atmosphere for the backward child, opportunity for extra participation in physical education activities was provided.

Our project also called for a nurse to check Title I pupils' special needs and to supervise the carrying out of necessary corrective services. Two attendance workers, one in the two Liberty

schools and one in the two Gloster schools, were employed to encourage good pupil attendance.

V. Description: Our project states: "The curriculum will be designed to enrich the students' fundamental concepts in language arts, reading, math, science, social studies, physical education, health, and music appreciation."

The 879 children who participated in the Title I program were selected by achievement test scores, accumulative record data, and needs assessment sheets.

Reading

Because the ability to read well is the most important skill a child needs, we concentrated on a developmental reading program in the first two grades. A special reading teacher to work with small groups in those two grades, with an aide to assist her, was employed to supplement the instruction given by the regular first and second grade teachers in each of the four schools of our district.

The Scott, Foresman Readers were used as the basic text and were supplemented with the Hoffman, Distar, Sights and Sounds, tapes, records, filmstrips, transparencies, workbooks, and other printed materials.

Language Arts

Since language arts and reading are so closely interrelated, our project called for twelve language arts teachers, each assisted by an aide, to supplement the regular language arts program in the four county schools. These teachers worked

with special small classes composed of the students in grades 1-8 who needed extra instruction in reading, as well as help in improving their ability in writing, spelling, speaking and language in all aspects.

As these twelve teachers were teaching reading as a part of the language arts program, they used the same types of materials mentioned above in the reading program. Also, they used McGraw Hill's Practice Readers, and cassettes, SRA Lab, phonics games, vowels and consonants kits, and teacher-made activities.

Mathematics

Two Title I math teachers and aides were assigned to each of the four schools to assist the regular teachers in working with slow students in small groups in grades 3-8. Each teacher had access to various materials and equipment to help her meet the needs of individual students. In three of the schools Holt, Rinehart and Winston's math kits for individualizing instruction were used with marked success. Transparencies, charts, records geometric aids and film loops helped to motivate learning.

Physical Education

Our project called for one physical education teacher for each of our four schools to work with the students of grades 1-8. Because of these extra P. E. teachers, elementary students were able to participate in organized play and excercise more times each week. Records, balls, bats and games furnished through Title I enriched the program in developing physical skills, self-confidence and furnishing opportunities for joyous teamwork.

Music

Our project stated that the major emphasis of music supplementation in our program would be a "hope to enrich the minds of students from the deprived homes and bring them out of their shells". Through the music program they were able to sing for pleasure, listen to records, practice following instructions, sing in groups for assembly, and to appear in special programs. To visit a music class was to witness the happy results: joy, enthusiasm, confidence, self-pride, and appreciation of music.

Health

One registered nurse was employed to work in the program. She weighed students and measured their heights in grades 1-8 and kept permanent records. She examined students, checked with teachers for special information concerning corrections needed, and referred students with needs to doctors for examination, recommendations and treatment. Her work was very effective in helping remedy physical defects which in turn improved attendance records and removed some obstacles to learning.

Attendance

Two attendance workers were included in the project, one for the two Liberty schools and one for the two Gloster schools. They assisted the nurse in checking students. Also, they visited homes of chronic absentees to encourage parents to send their children regularly and to try to help solve problems that prevented school attendance. As a result of their work, attendance records improved in many cases.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Benton County School District, Ashland, Mississippi

II. Contact Person: Mrs. W. M. Young, County Superintendent

III. Cost: $169,185.00

IV. Major Emphasis: Language Arts-Reading, Math, Science, Attendance Health.

V. Description: The Language Arts program was given first priority as indicated by the 1972-73 Needs Assessments. Through individualized instruction each target student was afforded the opportunity of progressing at his own rate of speed. The Language Arts program concentrated on the correct formation of letters and numerical manuscript, cursive writing, pronunciation, enunciation, capitalization, punctuation, word tenses, spelling and reading. The Language Arts program stressed the basic development of the total reading process. Reading readiness was developed by such activities as reading to children, telling stories, discussing experiences, and writing simple stories. Word attack skills were employed to provide the students with the basic skills of context clues, phonics, structural analysis, and the use of the dictionary.

Although many did not master all of the involved skills, the skills mastered will provide a background for further growth during the next school term.

The Math program was geared to meet individual needs as well

as group participation. At the Hickory Flat Center target students were grouped according to their ability, the entire class was brought together for classroom participation, then separated into the different groups with individual material.

The target students at Old Salem Attendance Center were given both regular and remedial classroom instruction. An Enrichment Center equipped with low vocabulary, high interest, materials provided additional reinforcement for the target students.

Elementary science contributes one of the most valued aspects of a child's development. The central focus of our science program was nourished by a series of planned experiences that provided each child with first hand knowledge of the environment. This was accomplished through different medias such as Environmental Laboratories, field trips, science kits, enrichment centers, aquariums, and the Elementary Science Fair.

Again Title I funds were utilized to provide each target student the opportunity to reach his optimum in the area of health. Many Title I students received medical and dental corrections that would otherwise be unattainable.

Habitual absenteeism has been determined to be the primary cause of student failure. The first concern of the Attendance Worker was to decrease absenteeism. One hundred ninety three home visits were made during the 1972-73 school session. It has been found that increased parental understanding of school situations contribute greatly to the child's attendance. Home visits provided a means for increased parent-school communications and motivation.

Through the combined efforts of personnel and proper dispersing

of funds, Title I has bridged the gap between inadequate and efficiently operated schools.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Bolivar County School District #4

II. Contact Person: Dr. Woodrow L. Marsh, Superintendent

III. Cost: $389,389.00

IV. Major Emphasis: Reading - Language Arts, and Mathematics

V. Description: The Title I pro,ram of Bolivar County District #4 for the school year 1972-73 was planned and executed to assist underprivileged children in the two areas of Reading-Language Arts and Mathematics. Materials, equipment, and experience gained from previous Title I projects ungirded the instructional organizational model adopted by the district. Bolivar County District #4 maintained the open space and team teaching approach in all six grades of each target elementary school as described in the original narrative.

Organizationally the number of pupils and aides varied according to the number of pupils at any given level. Some target schools had two teams of three teachers and two aides for each level while other schools consisted of two teachers and one aide for each level.

The open space for each level contained all of the students on that level, utilizing materials, programs, and equipment furnished by the District and Title I funds. Areas of

weakness were identified in the two areas of concern. Classroom teachers assessed the needs of students and prescribed appropriate learning activities through numerous learning stations to fulfill individual needs. Additionally, the utilization of teacher aides increased the degree of individual guidance available to students by regular teachers as well as providing the vital daily planning time for the teaching teams.

The various materials and programs purchased through Title I activity in both areas of focus provided the needed supplementary support.

Teachers and principals reported high student morale and positive attitudes in and toward the educational environment. Attendance continued to be high and reported discipline problems encountered were minimal during the school year.

The specific objective to raise the achievement level of the student average nine months in the same period in reading and mathematics was attained as evidenced by achievement test results of six months progress in a period of six months. The following tables indicate the composite results for all target schools.

Achievement Test Results

Reading

Target Schools		Gain	Months Covered
Nailor		4	6
Merigold		7	6
Bell		6	6
Total	Average	5.6	6

Mathematics

Target Schools		Gain	Months Covered
Nailor		6	6
Merigold		8	6
Bell		6	6
Total	Average	6.6	6

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PROJECT PROFILE

REGULAR SESSION 1972-73

I. Canton Municipal Separate School District, Canton, Mississippi

II. Contact Person: Othello Gilbert, Title I Coordinator

III. Cost: $361,446.00

IV. Major Emphasis: The major emphases of our 1972 - 1973 Project were: (1) Reading - Language Arts, (2) Modern Mathematics, and (3) Health and Physical Education.

V. Description: During the 1972 - 1973 school year, implementation of our individualized learning program in the areas of reading, language arts, and mathematics has shown marked improvements over past programs, especially in grades 1-6. Our individualized learning programs have been developed based on information furnished by our Title III testing and diagnostic programs, teaching observation, packet evaluation, student achievement and standardized test results. They are, therefore, very flexible. Even though results have been favorable (See Table 1), the California Achievement Tests, spring of 1973 (See Table 2), indicate that of the 2,754 children tested (grades 3-11) 1,343, or 48.2% were reading three or more years below grade level. With our present program showing a yearly growth rate of approximately eight months, it is impossible to overcome such extreme reading deficiencies. In reconstructing

our curriculum, serious consideration is now being given to pulling children who are reading three or more levels below norm from the regular program and placing them in a remedial program of reading, writing, and arithmetic. These children would remain in such a program until they demonstrate a reading proficiency within two years of their chronoligical peers.

Our reading program included the following:

A. Tests and observations to determine the individual child's reading level

B. Reading packets, basal readers, supplemental reading materials, audio-visual and technical aides

C. Individual and small group instruction as needed

D. Reading centers equipped with a variety of electro-mechanical aides as well as printed material on all reading levels. This has been our major reinforcement for the children experiencing severe reading difficulties. The program has been designed to provide approximately 80% remedial and 20% enrichment instruction.

Though our project called for major emphasis in reading, the larger area of language arts was also stressed, especially the knowledge and appreciation of basic grammar, both oral and written. The approach has been meaningful and appealing for the under-achiever.

In the modern mathematics phase of our project, satisfactory gains have been observed in the development of mathematical concepts and computational skills. Manipulative

devices and aides have been very effective in motivating children's interests. During the second semester, Part C monies were used to provide a pilot project for children in grades 1-3 who were identified as having the greatest need for a remedial work in mathematics. The program functioned similarly to the reading centers, with the following exception:

A group of not more than eight students was scheduled for daily 30-minute periods with a qualified teacher. Individual progress charts were kept and each child worked at his own rate, under teacher guidance, in an effort to overcome the greatest deficiency in computation skills.

Based on pre and post tests, 95% of the 180 participating students showed marked gain in basic skills (See Table 3).

As a result of the health and physical education phase of the project, the general physical condition of the children continues to show marked improvement. Dental and optical services had definite, favorable effects on the learning performances of those children involved.

The in-service training program has been an in-depth continuation in such areas as working with measurable objectives, assessing learning difficulties, team teaching, large and small group instruction, independent study, interdisciplinary approach to learning, and self-evaluation.

An additional in-service program was a speed-reading course for teachers involved in Title I activities. The course was an attempt to improve teachers abilities to aid children in developing reading skills.

Table #1

GRADES 2 - 9 GROWTH RATE

SUMMARY OF CALIFORNIA ACHIEVEMENT TEST SCORES, Feb. - April 1973

Expressed in Grade Equivalents and Rounded to Nearest Month (Tenth)

MEAN SCORES (G.E.) FOR GRADES 1-11

72/73

Grade Level	No. Students	READ. '72	READ. '73	Growth READ. Total Rate	MATH '72	MATH '73	Growth MATH Total Rate	LANG Auding	LANG '72	LANG '73	Growth LANG. Total Rate	Spell.	TOT Batt
- / 1.7		-	0.9	x	-	1.0	x		-	0.9	x		
1.6 / 2.6		0.8	1.7	.9	0.8	1.8	1.0		0.9	1.7	.8		
2.6 / 3.6		1.6	2.2	.6	1.7	2.5	.8		1.6	2.5	.9		
3.6 / 4.6		1.9	2.6	.7	2.3	3.0	.7		2.2	3.0	.8		
4.6 / 5.7		2.5	3.1	.6	2.9	3.7	.6		2.5	3.5	1.0		
5.5 / 6.5		3.2	3.8	.6	3.5	4.2	.7		3.6	4.2	.6		
6.5 / 7.5		3.9	4.3	.4	4.5	4.6	.1		4.9	4.7	-.2		
7.5 / 8.7		4.7	5.2	.5	5.0	5.8	.8		5.2	5.9	.7		
8.5 / 9.5		5.2	5.5	.3	5.8	6.1	.3		5.5	5.8	.3		

Table #2

CANTON PUBLIC SCHOOLS

California Achievement Tests - Spring 1973 - Total Reading
(Scores Expressed in Grade Equivalents)

STUDENTS SCORING 3.0 OR MORE BELOW GRADE LEVEL AT TIME OF TESTING

Grade Level When Tested	Number of Students	Total Number Tested in Grade	Tested at This Level or Below
3.6	46	(349)	0.6
4.6	60	(304)	1.6
5.7	152	(324)	2.7
6.5	107	(391)	3.5
7.5	206	(353)	4.5
8.7	238	(337)	5.7
9.5	177	(251)	6.5
10.5	165	(216)	7.5
11.5	192	(229)	8.5

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Choctaw County School District, Ackerman, Mississippi

II. Contact Person: Ty Cobb, Title I Coordinator

III. Cost: $192,809 Carry-Over-$22,472; Part C-$5,481

IV. Major Emphasis: Instructional activities were concentrated in reading, language arts, and mathematics for regular and special education children.

Service activities were limited to those involving health, both dental and medical.

V. Description: The needs assessment showed the Choctaw County students to be achieving below grade level academically, especially in reading, language arts, and mathematics. It was decided to concentrate upon these three basic instructional areas for the Title I program.

Teachers and aides were hired to help students with problems in these areas, and individualized attention to problems was carried out as much as possible. The Material Center was used to supply teacher made materials in quantity in order to assist in this individualization. For those students who had been tested and found unable to take part in regular classwork, a special education class was set up at each school.

It was also felt to be necessary to insure that each student involved in the program was not prevented from achieving because of

health. For this reason, the health nurse screened the children and encouraged the correction of problems.

The program made good progress in achieving the goals set forth in the projects for the instructional areas of reading, language arts and mathematics, although the goals were not totally achieved. The goals set forth for special education, the Material Center, and health programs were satisfactorily reached.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Clay County School District, West Point, Mississippi

II. Contact Person: Robert Craig, Title I Coordinator

III. Cost: $101,261.00

IV. Major Emphasis: Improving Basic Skill Areas: Reading, Mathematics, and Language Arts.

V. Description: The Clay County School District's ESEA Title I Program was involved in a remedial and developmental reading, mathematics, and language arts program for grades one through eight. It was necessary to employ a Coordinator, four reading teachers, two language arts teachers, two mathematics teachers, eight teacher-aides, and one guidance counselor to conduct the programs. A breakdown and results of each program is as follows:

Reading

Each educationally deprived student who participated in the reading center activities was individually tested with his independent, instructional, and frustration levels established as a beginning point. These 241 students in groups of twenty attended the reading center for forty-five minutes daily to perform the tasks outlined for them by a task sheet prepared by the reading center teacher and her aides. The center teacher administered periodic tests over material that was covered by the stu-

dent in order for the student's progress to be evaluated. A post achievement test was administered in April to establish the overall achievement in reading for the year. The achievement goal of nine months was reached in all grades that attended the reading centers by comparing the mean pre and post reading achievement test.

Two remedial reading teachers in the system worked with grades one, seven, and eight at each school. These teachers worked in the classroom with the regular district teacher and placed major emphasis on the students who were not functioning on grade level.

Mathematics

Each educationally deprived student who participated in the math center activities was tested to establish the beginning point of each student. These 206 students went to the math center in groups of twenty for forty-five minutes daily to do the mathematical tasks outlined by the math center teachers and their teacher aides. The center teachers administered periodic tests on materials covered in the center. A post test was administered in May, 1973, to establish the overall academic gain in math during the year. The achievement goal of nine months was gained by all but one grade as indicated on the evaluation sheet included in this evaluation. Two math center teachers and teacher aides were needed in this activity.

Language Arts

Each educationally deprived child who participated in the

remedial language arts classroom activities was tested in September to establish a beginning level. These 204 students in groups of twenty went to the remedial language arts classroom for a period of forty-five minutes daily to perform remedial language tasks in order to enable these children to be able to perform as high as the other class members. These students were given a post test in April to establish an overall academic gain in language arts for the school year. The nine month achievement goal was reached by two grades as indicated on the evaluation sheet for language arts. It is hoped that a remedial language arts center can be added in fiscal year of 74 in order to meet the needs of these children in a more prescriptive manner. Two teachers and teacher aides were needed for this activity.

Guidance Counselor

A guidance counselor was employed to supervise the testing program used during the 1972-73 school year. With better test results, all teachers are able to determine the progress of the children they serve.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Clinton Municipal Separate School District, Clinton, Mississippi

II. Contact Person: Ovin C. Ray, Title I Assistant Coordinator

III. Cost: $58,726.00

IV. Major Emphasis: From Needs Assessment tabulated in the spring of 1972, students in the Clinton Public Schools showed greater weaknesses in the areas of language arts, mathematics, reading, and speech. Due to the small allocation of Title I funds, the instructional activities and services were concentrated in grades one through five with one teacher's aide provided in a sixth grade developmental reading class. It was hoped that this would eliminate some of the problems in the upper grades.

The Clinton Public Schools attempted to meet these needs through three instructional activities and one supportive service. Special Education was provided for handicapped children. Developmental reading, mathematics and language arts, and special reading and mathematics programs were developed for underachievers and culturally deprived children. Speech therapy was offered for those who could benefit from its services.

V. Description: Special education was designed to provide compensatory education and individualized instruction for a limited number of children who have a degree of mental retardation which prohibits

them from profiting from traditional instruction in a normal classroom situation. It was anticipated that this program would accommodate ten students. A teacher holding a Class A certificate in special education structured the curriculum for the designated students according to individual needs and abilities for those students approved by the regional screening team. The class was conducted pursuant to the regulations and requirements of the Division of Instruction of the Mississippi State Department of Education.

According to teacher check lists, the class substantially met its goals of being able to differentiate by daily action acceptable and unacceptable social behavior, performing good health habits by daily action, and mastering the basic skills of his individually prescribed curriculum.

Developmental reading was intended to meet the needs of students who require regular small group or individual instruction. These students met with the developmental teacher for a period of thirty minutes twice a day in addition to the regular classroom reading program. As students became proficient in their area of weakness, they no longer attended the developmental reading classes.

The results of pre and post tests of the Stanford Reading Test and teachers' opinions questionaires indicated that students in this program made substantial progress.

Special reading and mathematics classes for underachievers and culturally deprived children were established using SRA Distar materials. This program was to benefit those

who could not cope with the traditional program even when given special help. These materials cover reading skills, mathematics, and language arts -- the three areas of greatest needs as determined by the needs assessment. They permit the student to begin on his own level and progress at his own rate of achievement. Instruction is conducted in small groups with much individual attention from the teacher and an aide. Since the material is highly programmed and permits the student to move at his own rate, he is able to meet with success and rewards daily. This helps to prevent the student from becoming frustrated and giving up.

Probably the best way to determine the value of this program is by a follow-up of students who have moved back into the traditional classes. When this was done, it was found that only two former DISTAR students made failing marks at any time during the school year, and these made only one failing mark each. Based on the results of pretests and posttests, teachers said that the objectives had been substantially achieved. These showed that seventy-six percent of third grade students gained six months or more on grade level growth. Only thirty-five percent of second grade students evidenced as much as six months' growth, but it is felt that this group will show more progress with further exposure to the program. No standardized tests were given to first graders, but the success of the program can be seen by the fact that of the fifty-eight students in the program this year, thirty-one will be returned to the traditional classroom next year.

Speech therapy is an activity designed to correct or modify speech defects in the school-age child. A program of instruction, drills and self-help excercises was developed to meet the indicidual needs of each child. The individuals who participated in this program were tested and screened by the speech therapist and the regional screening team.

The objective of this activity was to decrease the number of articulation errors of at least forty percent of the children enrolled in the program to the point where therapy was no longer needed. This objective was substantially met. In grades one through three seventy-five percent of the children enrolled were dismissed and in grades four through six ninety percent were dismissed from therapy.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Coffeeville Consolidated School District, Coffeeville, Mississippi

II. Contact Person: Harold H. Jones, Title I Coordinator

III. Cost: $190,800.00

IV. Major Emphasis: The major emphasis of the 1972-73 Title I program in Coffeeville Consolidated School District centered around remedial and developmental instruction in reading and mathematics. An elementary music and physical education program was also conducted and guidance and health services supplemented the instructional activities.

V. Description: A developmental program in reading and math was conducted for all educationally deprived students in grades 1-4 of the district. Grades 5-8 were involved in a remedial program designed to assist those students who were working below grade level.

Four remedial teachers and a supervisor were used in each subject. The supervisors worked district-wide. One remedial teacher was assigned to each of the four schools of the district. Each of these remedial teachers worked in a special room with small groups of children who had been pulled from their regular classroom for a supplemental period of instruction each day. These teachers used aides and

supplies purchased by Title I. Developmental classrooms used the Sullivan Reading Program intensively to supplement the basal program in the first four grades. Rooms are equipped with Hoffman reading machines, overhead and filmstrips for reading instruction. EPC and McCormack Mathers labs were used in math to supplement the textbook.

A pre and post standardized test is our primary means of evaluation, although teacher checklists and records are used also to measure pupil progress. Our goal was to raise the level of each student .8 of a grade level during the nine month school period. Post test results for the end of the 1973 school year show substantial success has been achieved, particularly in reading and math.

Four physical education teachers were employed to provide an organized program of instruction in all schools allowing each child to take part in games, movements, and body building activities that develop physical, mental and social efficiency.

An elementary music teacher provided classes for students attending Coffeeville and Oakland elementary schools. Forty-five minute class periods held three times a week assisted in developing an appreciation for music.

Two elementary guidance counselors provided guidance services for all elementary Title I students in the district. In addition to day-by-day counseling services, these counselors work with the supervisors and administer standardized tests for evaluation purposes.

Health Service funds were used to purchase glasses for students who were participants of Title I remedial instructional services. All remedial students were screened for vision defects and thirty pairs of eyeglasses were supplied.

Thirteen teacher aides were employed in remedial and developmental classrooms to assist the teachers in giving more time and individualized instruction to the students.

Twenty-three teachers and aides participated in a college credit course consisting of fifteen three-hour sessions taught on the campus in Coffeeville by an instructor from the University of Mississippi. This course was for the purpose of improving teaching methods and techniques. One reading workshop was conducted by a commercial consultant. This conference was attended by all reading teachers and dealt with improvement of teaching methods and use of materials. Four reading teachers attended state conferences with their supervisor. One math workshop was conducted by a commercial consultant and four math teachers attended state and district math conferences with their supervisor.

All criteria indicates that this district has experienced success in accomplishing project objectives. Through the use of Title I funds we have been able to assist students in reaching and maintaining grade level.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Covington County School District, Collins, Mississippi

II. Contact Person: D. A. Livingston, Title I Coordinator

III. Cost: $300,591.00 Part A-$291,556.00; Part C-$9,035.00

IV. Major Emphasis: Our primary goal was to continue our developmental reading and math program in grades 1-3, where the concentration of effort has been to reduce the large number of students in the upper grades needing special help in reading and mathematics. Our major thrust in this area has proven very successful, as our evaluation indicates.

The other instructional activities which were included in the major emphasis category were: music for group and individual instruction in grades 1-6, a remedial program for elementary and junior high grades, also a very effective physical education program for elementary students.

V. Description: The developmental program is a comprehensive program in reading, language arts, and mathematics conducted in the four (4) elementary schools.

Fifteen (15) reading-mathematics teachers were employed in this activity. They were provided the necessary enrichment materials and supplies to make it possible for this program to attain our goal. This program makes it possible for every

student in grades 1-3 to be in a class of fifteen (15) or less for instruction in reading and mathematics. These students also received instruction from at least three (3) different qualified teachers.

On each grade level a daily planning period was scheduled for the teachers to meet and discuss the program and individual students, as well as coordinating their instruction. This made for a more flexible situation wherein the changing needs and abilities of the students were met. The evaluation of teachers and principals rated the program as excellent. This is substantiated by the test results. We feel after reaching the third year in this program that we accomplished our goal and more, that the students received more per dollar spent than in some other programs we have tried.

The remedial program for grades four (4) through six (6) placed its emphasis on reading. Six (6) reading teachers were employed to work in this area. These teachers were also supplied with enrichment materials and supplies. All of the students in this program were from one (1) to five (5) years behind in reading.

The size of the class ranged from eight (8) to twelve (12) students. Our objective in this program was to build and strengthen reading skills so that the students could enjoy reading and could function satisfactorily in the regular program. Many of these students were able to return to their classroom during the year, therefore they are not included in the test results.

From observation and teachers evaluation, plus test results, we are convinced that our objectives were reached.

Four (4) Title I teachers worked in the field of music, giving formal and informal instruction in thirty minute sessions to group instruction. All elementary students participated at least twice per week in this activity. The purpose of this program was to provide experiences and pleasure as well as developing music skills. The evaluation by the school personnel rated this program as excellent.

Four (4) physical education teachers and four (4) aides were employed to carry out the physical education program. This program consisted of a well planned physical fitness activity in each of the four (4) elementary schools. This program was set up within the guidelines recommended by the State Department of Education. Our evaluation of this program was made by the schools personnel and the President's Physical Fitness Testing Program. Both confirmed that our objectives were attained.

One (1) library supervisor and five (5) library aides were employed to furnish each resource center with adequate supervision, books, and materials, so that each elementary student had access to these materials. Increased interest in library materials, with more participation in classroom activities, verifies the fact that this was an effective and helpful part of our program.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Drew Municipal Separate School District, Drew, Mississippi

II. Contact Persons: George F. Pettey, Superintendent
F. O. Crosthwait, Coordinator

III. $247,925.00

IV. Major Emphasis: Instructional: Reading, Mathematics and Pre-School Readiness Supportive Services: Guidance and Health

V. Description: The major objective of our Title I program was to improve the reading skills of all elementary children. We concentrated our efforts on the first four grades located at James Elementary. Some sixty children who were over-age and had been retained were screened and certified for Special Education classes. They were pulled out and placed in three groups under three of our most efficient teachers. The May test results showed that two of these groups had a nine months achievement gain for the year. The average grade equivalent for the children who attended Pre-School the previous year was first grade, eight months. We are pleased with the results obtained in the first grade.

Ninety five-year-old children were enrolled in the pre-school program located at Hunter Elementary. The activity was conducted by a supervisor, five teachers, and five aides. The Head Start Program was very cooperative in not registering any children who had reached the age of five. All of the children showed vast improvement. We

are of the opinion that eighty of the children will meet very few problems in the first grade. The TOBE Level K test was administered by the guidance counselor in September to measure a child's experiences and familiarity with various concepts in mathematics, language, science, and social science. Level L of the TOBE was administered in May. Comparisons of scores of the two levels revealed gains of from 30 percentile to 75 percentile. In May Form B of the Metropolitan Readiness Test was given. Results showed 4% superior, 31% high average, 12% low normal. We feel that if we could possibly enroll all five-year-old children in our district in the Pre-School program we most certainly would have a minimum number of retainees in the first grade.

The guidance program includes many other services than testing and from these the whole school program received the greatest benefit. The pupils received individual and group guidance. Home visitations were made. Community agencies were contacted and help received for a number of children. The counselor worked closely with the school nurses and Public Health doctors and nurses. Consultations with staff and faculty members were frequently held by the counselor. The guidance program helped many children in ways that can never be measured.

In evaluating the success of our health and attendance programs we have only to look at the improvement in A. D. A. and in the yearly gain achieved by our elementary students as reflected by the achievement tests.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. George County School District, Lucedale, Mississippi

II. Contact Person: Leander T. Taylor, Coordinator

III. Cost: $106,239.00

IV. Major Emphasis: The major emphasis of the project was reading, with health services as a supportive service.

V. Description: The project activity was reading (developmental and remedial) for children identified by standarized tests as being below their grade level in this area. Classes were organized for these students to receive one period per day of additional instruction in reading. Adequate materials were provided at different levels to stimulate interest.

Regular classroom teachers involved in teaching of reading correlated their work with reading teachers to provide up to date evaluations on each child and aid in material selection.

As a result growth was noted in the areas of:

1. Word recognition skills.
2. Word usage and sentence structure.
3. An improvement in reading levels as noted by teachers, as well as grade placement, as measured by standarized tests.

Through the health service program, all students involved in project activities were given routine health inspections. Referrals

were made to a physician when necessary or requested by parents. All health services were coordinated with the regular teachers, reading teachers, and local Health Department.

Many parents of children received health education and counseling from the health service program. Medical corrections, examinations, eye examinations, and glasses were provided for the students needing such services.

Through coordinated efforts of the entire faculties, marked improvement was noted in the overall educational attainment of all children enrolled in project activities.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Grenada Separate School District, Grenada, Mississippi

II. Contact Person: Earl Wallick, Coordinator

III. Cost: $335,207.55: Carry-Over-$79,790.00 - Part C Funds-$9,564.00
031 Funds-$245,853.55

IV. Major Emphasis: The major emphasis of our program was in reading in grades 2-12, and we gave assistance in math and language arts in these grades as the needs arose. We believe that the close cooperation between minimum foundation teachers and Title I personnel made this possible.

V. Description: This project was designed to meet the needs of educationally deprived children in the areas of reading, math, and language arts. We used Stanford Achievement scores, May, 1972, to identify needs of Title I students. Teachers, supervisors, and Title I personnel then grouped children according to deficiencies in reading, math, and language arts. These children came to the remedial room from study hall, P. E. and other activities for instruction on the child's level of learning. The individual deficiencies at each level received individual attention and plans were devised to strengthen and build upon those skills which the individual lacks.

A planning session was held involving supervisors, minimum foundation teachers and Title I personnel to design programs to eliminate any inadequacies of skills in reading, math, etc. that was

evident in the individual students. Supervisors then tested intermittenly throughout the year to decide if these inadequacies in the different skills had been eliminated. They used Scott, Foresman end test, Fountain Valley Test--math and reading, Metropolitan Reading Test, Peabody Individual Reading Test, Woodcock Reading Mastery Test, Key Math Diagnostic Reading Test, and Barnell, Loft Multi-Level Test in Specific Reading Skills.

If the student had progressed we went to another deficiency. If the student had not progressed, he was re-taught with a different approach.

Remedial teachers used these different approaches to help eliminate any reading skill deficiencies:

Scott, Foresman Reading Systems which has 12 reading levels.

SRA Reading Laboratory and textbook which is also on 12 levels.

Hoffman Reading Library which helps clinch reading skills in the child's mind.

Sullivan's Basic Reading Labs in grades 1-3.

In the upper grades, we used the Open Highways Program by Scott, Foresman, supplemented by Hoffman Reading Library, SRA Reading Laboratory, Basic Reading Skills and ACE Reading Kits by Scott, Foresman. "Clues" published by Educational Progress Corp. Math was supplemented by SRA Math program, Cross -Number Puzzle Box, Fact Kit, Mental Computation Kits and other remedial materials.

We have successfully correlated reading, math, and other subjects with the educational television and teachers found it very effective. We have tested children in controlled groups both with TV

and without TV and have found that children who have access to ETV have retained a greater percentage to knowledge by 30% than those who have been denied ETV. We don't know how valid our testing program is, but at least it is an indication.

In May, 1973, we again tested Title I children with Stanford Achievement Test and believe that we have achieved our objective as scores will show.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Harrison County School District, Gulfport, Mississippi

II. Contact Person: David Wasson

III. Cost: $127,103.00

IV. Major Emphasis: Improvement of first and second grade reading instruction by providing more assistance to each child as he learns and by removal of learning impediments through a supplementary program of speech, guidance, health, and library services.

V. Description: The major objective of the program was to improve each educationally deprived first and second grade child's reading performance. They were to be able to master basic reading skills, develop reading speed and comprehension, and read at their respective grade levels or above by the end of the ninth month of school. The program of improvement in reading instruction will use supportive services to improve the child's speech, emotional and social stability, health, and to assist them in developing aesthetic appreciation of literature.

A Title I staff comprised of one reading supervisor, one reading specialist, two speech therapists, twenty-six teacher aides, one counselor, one librarian, and one materials secretary worked with twenty-eight first and second grade teachers and seven hundred five first and second grade children in eight elementary schools.

Our reading supervisor and reading specialist provided supervision, in-service training, and general assistance for the teacher. The aide assisted the teacher by working with small groups of children while the teacher worked with the children and performed other related reading instructional activities which enabled the teachers to provide more individualized instruction.

Two speech therapists screened and provided therapy for all the children with speech problems who were certified eligible for therapy by the Gulf Coast Regional Screening Team. Each student received thirty minutes of therapy twice weekly while enrolled in the program.

A guidance counselor provided guidance services and worked with other staff in diagnosing problems which prevented the children from learning to read. After the problems were diagnosed, the teachers would help the children with their learning problems. The counselor also handled the health phase of the program. The County Health Department examined each first grade child and submitted a list of health needs for each child to the counselor who in turn informed the parents of their child's defect. Upon recommendation of the counselor, financial aid was furnished for target area children in the first and second grades who had ailments which definitely interfered with their school progress.

The objective of the library service was to provide supplementary library books for the first grade students on their level and to motivate the children to want to read. A librarian assisted by a clerk/materials secretary were to select, process and provide library books on the childrens level. The librarian assisted

the teacher in making selection of library books and other materials for individual students on their level and in developing techniques of storytelling. The materials secretary processed, delivered, and made old Title I instructional materials and equipment readily accessible to the aides and students. The library services were conducted for only one-half year due to the reduction in funds.

As a result of the assistance provided the teachers and children by the Title I staff, teacher aides, and the supplementary services, progress was achieved by the majority of the students toward attaining the overall objectives of improving each first and second grade child's performance in reading. Pre and post test results show that the developmental reading program was successful and made a definite impact on the district's educationally disadvantaged children.

Thirty two students enrolled in speech therapy made sufficient progress to be dismissed from therapy and 65% of the children in speech therapy made substantial improvement. The guidance and health services were successful in that over 35% of the children were counseled and over 38% of the children in Title I received some type of assistance in health services. The library services proved to be beneficial in motivating the children to read and develop appreciation for literature.

Overall, the assessment showed that the developmental reading program and supplementary services provided for the unmet needs of the children and definitely contributed to better student achievement in reading.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Hattiesburg Public Schools, Hattiesburg, Mississippi

II. Contact Person: W. E. Barksdale

III. Cost: $274,951.00

IV. Major Emphasis: The Hattiesburg Public Schools' major emphasis, utilizing 1972-73 Title I funds, was in the area of reading and language development. Attention was focused on first and second year students in seven elementary schools having the highest concentration of low income students. Health and attendance were the supportive services included in this project.

V. Description: After the Metropolitan Readiness Test was administered and results tabulated, students were identified, without isolation, who needed a structured reading and language development program. Groups of children were assigned to a team of teachers so daily activities could be planned for each. Title I reading teachers became members of a team of budget teachers who worked with small groups of ten or less.

Lack of readiness skills was the greatest hinderance of the first year students, therefore, Distar, a program emphasizing those basic concepts and skills necessary for success in reading, was implemented. Three of the seven target schools used Distar with all the first year students. The other four schools had some classes of Distar and others were participants in a basal program. Results of

both groups are shown on attachment B. Second year students also participated in Distar II and a basal reading program.

Using the Distar language program, four certified speech therapist worked with small groups of students providing each child with daily speech and language instruction. Since language is of prime importance at all levels of reading, this has been one of the most rewarding aspects of our program. In addition to working with the first year students in language, the speech program including screening, diagnostic and therapeutic services for those students with communicative disorders.

Health and attendance, supportive services of our project, were effective components in strengthening our program. Activities in the health program included screenings in the areas of vision, hearing, dental problems, and medical or physical handicaps. Approximately 435 students were screened by the Title I health nurse. Of these, 145 received professional assistance utilizing Title I funds. In addition to identification and correction of health problems, the nurse developed programs stressing personal hygiene and good health habits.

Two Title I attendance aides implemented activities that were designed to improve pupil attendance, participation and development. Through the attendance program a deeper insight was gained into the problems that contributed to chronic tardiness and absenteeism. 316 referrals were processed by the aides.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Hazlehurst Separate School District, Hazlehurst, Mississippi

II. Contact Person: Christine W. Milton, Coordinator

III. Cost: $224,830.00

IV. Major Emphasis: Based upon our Needs Assessment, the areas of greatest need were found to be (1) language arts (2) reading (3) mathematics and (4) physical education. In Supportive Services (1) health services (2) library (3) guidance in the elementary grades and (4) attendance services were next in importance.

V. Description: Our Language Arts and Reading Programs are conducted by thirty-eight regular classroom teachers, four Title I remedial teachers, and one supervisor. There are 1267 students in grades one through nine involved in these programs.

The remedial programs, and, to a degree the developmental, utilized the individualized approach. The students were tested, placed at an appropriate level, and encouraged to progress at their own speed. Each remedial teacher who worked with grades three through nine had a self-contained, laboratory-type classroom. The supervisor and the other remedial teacher worked on both campuses.

The remedial classes used the BRL Programmed material which is a linguistic approach. Each class emphasized phonics as a tool for learning.

Each class utilized basal text books and correlated the following supplementary materials: Hoffman, SRA, EDL, E.T.V., Radio Reading Series 8mm Filmloops, Filmstrips, Speech Therapy tapes and Transparencies.

The tests which accompany these programs have assisted greatly in determining the progress of the students.

Due to the fact that many of our students come from deprived situations, our objectives of an increase of an over-all improvement of one grade level each was not attained. Many showed improvement, but could not respond to the testing program well enough to adequately exhibit their knowledge. Others far exceeded this minimum gain.

This applies to the mathematics program as well as language arts and reading.

Our math program consisted of a developmental and remedial program for grades 1 through 6. There are 1161 students who derived benefits from these programs.

The supervising math teacher worked with all teachers, aides, and students in grades one and two. She also worked with special remedial students and teachers in grades 3 through 6.

For the remedial classes we used basal text books and the Sullivan Programmed math which is designed to promote basic math skills.

These materials were used to supplement both the remedial and basal text book classes: Hoffman math, transparencies, records, 8mm filmloops, Imperial Math tapes, filmstrips.

One supervisor and four aides plan and conduct the physical education program for grades 1-6. The supervisor divides her time

equally between the two schools to assist the aides. Approximately 1161 students are involved in a well-balanced physical education program each day.

The library supervisor divides her time equally between the two campuses. She works directly with the students on the north campus, reading stories, assisting students with book selections and other library activities. On the south campus she processes books and works with the utilization of ETV, scheduling programs and taping. A total of 824 books were checked out by the students weekly, including biographies, stories - both fiction and fact, poetry and reference books.

The counselor conducted the testing program for the two elementary schools as well as coordinating activities with our Junior High and High School students. These test results are a part of the evaluation of this project.

A registered nurse and an aide divide their time daily between the two schools. First aid, conferences, and special project activities are their major activities.

The attendance workers checked daily for absencies and made a follow-up on as many of these as possible. They discussed the importance of regular school attendance with parents and often made referrals to the proper authorities for the necessary help. They assisted in securing clothing for the needy children.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Holly Springs Separate School District, Holly Springs, Mississippi

II. Contact Person: Marion H. Furr, Coordinator

III. Cost: $184,725.00

IV. Major Emphasis: The major instructional emphasis was directed toward developmental and remedial reading in grades 1-8 and basic mathematical skills in grades 1-2. A cultural enrichment program was also included with emphasis on art and music. Supportive activities provided were those of health service, attendance and clothing services, guidance counseling, and speech and hearing therapy.

V. Description: The instructional program was designed to meet the critical educational needs of children in the Primary (1-4) and Intermediate (5-8) schools of the district. The reading and mathematics programs utilized the DISTAR level of instruction in grades 3-8. The Ginn 360 series and other supplementary reading materials provided a continuous developmental program for the Title I child. Three full-time DISTAR teachers were assigned at the Primary level with two full-time reading teachers in the Intermediate school. Ten aides were utilized in the DISTAR program with four assigned to the Sullivan program taught by regular classroom teachers. Six aides assisted in the intermediate school program. A full-time reading supervisor coordinated all activities. Specific target gains in reading were established at 0.9 for grades 1-4 and 0.7 for grades

5-8. Actual mean gain for the 2nd and 3rd grades as measured by the Wide Range Achievement Test was 1.0; for grade 7, 1.0. Similar gains were apparent in all other grades though comparative test data was not available. Mathematics gains for the 1st and 2nd grades, respectively, were 1.05 and 0.87. Objectives were met or exceeded at all levels.

The cultural enrichment program emphasized music, arts and crafts in an effort to broaden the horizons and cultural life of an economically and culturally disadvantaged population. One music teacher was added to the Primary school staff and an art teacher to that of the Intermediate school. This staff in cooperation with regular classroom teachers provided creative and cultural experiences for the Title I children across a broad spectrum. Interviews with randomly selected children, parents, and teachers elicted the consistent response that this program was enthusiastically received and was an eagerly anticipated activity in the daily educational regimen.

Serious oppositional factors to regular school attendance and educational achievement were identified as lack of clothing, family problems, medical problems, speech, hearing defects, and a need for a source of counseling for career and educational goals. Supportive services designed to minimize these oppositional factors were an attendance service, medical service, speech, hearing therapy, and counseling service. The attendance teacher not only investigated attendance problems but also provided clothing and transportation where needed as well as referring clients to other school and community agencies. 219 children were investigated and received service or referral. 211 children were provided with necessary

clothing to attend school. The school nurse accomplished medical and dental screening examinations, provided paid medical and dental service to 139 children, and conducted dental and hygiene instruction for 712 children. Failure of parents to respond to notification of need deprived many children of services offered and available. The speech therapist provided screening for speech and hearing defects for 530 and 1,004 children, respectively. Complete evaluation was accomplished for 179 children for speech defects and 130 for hearing. 98 children were entered into speech therapy with 40 dismissed after satisfactory improvement and 59 remained in training. The counselor provided both group and individual sessions. There were 35 group sessions and 350 individuals received service. This service suffered from lack of an adequate staff. One counselor could not meet the needs of all children and parents.

Overall, the supportive staff working as a team provided a much needed service and minimized those oppositional factors encountered by the children served. Inadequate staff to meet total requirements and parent apathy in regard to medical and dental problems of their children limited the clientele served.

A special education program for the handicapped, originally planned, was not implemented due to nonavailability of a qualified teacher and limited funds.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Hollandale Consolidated School District, Hollandale, Mississippi

II. Contact Person: Mrs. Charlene C. Hardin, Coordinator

III. Cost: $339,141.00

IV. Major Emphasis: The high priority instructional activity was reading in Grades 1-12; remedial math was included in Grades 1-6; physical education for the elementary grades was provided; and the district effort in public school music was supplemented at the large attendance center in the district. Supportive assistance was provided by an attendance and health service.

V. Description: The reading activity was conducted in Grades 1-12 in two attendance centers with 1,746 participants with the emphasis placed on individualized instruction within the self-contained classroom. To achieve this individualization, twenty teacher aides were utilized in Grades 1-3, and twelve remedial reading teachers worked with the children with the greatest need in Grades 4-12. A reading supervisor at each attendance center supervised the work of the teacher aides and the remedial reading teachers, and correlated their efforts with that of the regular district teachers. A variety of supplementary materials was used to create interest and the desire to achieve. An organized phonics program on tape, materials for reading projectors, workbooks, etc., were provided to enable each child to work at his level. A reading consultant worked in the

district one day a week, observing classroom teaching techniques, making suggestions for improvement, teaching demonstration lessons, incorporating these suggestions, and then following up to be sure that the suggestions were incorporated in the daily instruction.

The mathematics activity was conducted in Grades 1-6 with 1,179 participants. Four remedial math teachers along with the teacher aides in Grades 1-3 were used to provide more individualized attention in helping the child master the basic computational skills. Workbooks and math labs were provided with Title I funds.

Part C funds were utilized again this year in continuing the special instructional program designed for the child whose home background has not provided him with the basic skills and vocabulary necessary to enter the regular basal program in reading and math. These Distar materials were used in one section of each of the first three grades at each attendance center.

Elementary physical education was provided through Title I to promote the physical well-being of the children involved; public school music programs were supplemented through Title I as an area of enrichment. Both of these activities serve an important purpose in affording the low achieve an area of self-expression in the learning experience not available in the academic subjects.

In support of the instructional activities, an attendance service and a health service were included in the project. The attendance service utilized the attendance worker within the district who investigated all cases involving three consecutive absences, special cases referred by teachers, and cases of chronic absenteeism. One registered nurse and two nurses' aides provided screening for

visual, hearing, and dental defects. Emphasis in the health area, however, was shifted this year to health education and the development of good habits of personal hygiene especially at the elementary level.

Evaluation results in reading showed some progress in Grades 1-3, substantial progress in Grades 4-5, some progress in Grades 6 through 8, and little or no progress in Grades 9-12. As a result, we are reluctantly planning to discontinue any remedial reading classes at the high school level until we feel we have a workable program which can promise some results. Close attention is also being given to test results from classes within Grades 1-3 using special programs provided by Part C Funds. Results seem to indicate that the children are progressing no faster than they would have in the regular basal program, and if this trend continues at the end of another year, this program will be discontinued.

Significant progress has been made in the math activity in Grades 1-5, Progress in Grade 6 was minimal, and efforts are under way to reorganize the math activity at this grade level.

Evaluative data was affected by the flooding in the Delta area this year. During the spring, many families left their homes from necessity or from panic and were gone from four to six weeks. As a result, numbers of Title I participants were not included in the post-testing for the project. The increased absenteeism also affected the progress shown in the academic areas for those children tested.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Humphreys County School District, Belzoni, Mississippi

II. Contact Person: Sam Bridgers, Coordinator

III. Cost: $561,891.00

IV. Major Emphasis: Instructional activities constituted the major portion of our program. Of the various instructional activities, remedial and developmental reading and mathematics received the most attention. These were directed especially toward aiding the "under-achievers" who were from deprived home environments. This year we had a completely new program, the TEAM TEACHING, open classroom program. Teams of teachers gave individualized instruction to children on whatever grade levels those children were able to study. Two reading supervisors and one math supervisor worked with their respective groups to improve students' reading and mathematics abilities. Other instructional activities such as art, science, music, special education, and vocational education were given very special attention also; however, one of the most worthwhile programs was the teacher aide program. This program proved to be invaluable to the new team teaching program.

Of the supportive activities, public information received more attention than it has in the past. A brochure in which Title I activities and our new program were described was compiled and run off in our Title I office. Numerous articles were written and published

in our local papers, in an effort to improve relations between the school and the community. Another area which received a great deal of attention was that of attendance. The result of this program was that our ADA was higher this year than it ever has been. Health services were, of course, very important, as were testing, guidance, and audio-visual activities. (A team teaching program thrives on audio-visual materials.)

V. Description: Special reading classes were designed to aid students who were low in reading abilities in grades one through four. Both remedial and developmental reading were offered, with emphasis being on word recognition skills and an effort to get pupils interested in reading. Additionally, instructional personnel worked with teachers in compiling what we call HELPS, Humphreys Enrichment Learning Packs, small brochures that were designed to give individualized assistance. The fact that these packets were centered around reading in the content areas made them work very well in the reading program. All efforts were combined to help students who are below their grade levels in reading; and test scores indicate success.

In mathematics, coordination and supervision as well as implementation helped to make the program work. An ungraded series of work was used in grades one through six. When a student learned one book, he was given one of a higher level. Since team teaching is geared to individualized instruction, it proved very successful for slow learners and those generally weak in mathematics.

The art program was restricted to grades three, four, and five; however, it was a definite success in those grades. There was an area the size of a regular classroom set aside for art classes;

there were sinks and other necessities available for an art class. Deprived students came on planned schedules for these classes, in which creative thinking was encouraged.

As has been implied here, this was the year for audio-visual aids. They are the backbone of a team teaching program. It would be almost impossible to run a school program such as this without plenty of audio-visual materials. One audio-visual supervisor and one media specialist kept all supplies ready and handy for teachers to use.

Health services constituted a large part of supportive activities. Dental care, eye care, ear care, skin care, and general health care (which included immunization shots) were primary matters. Parent, child, and doctor consultations were also considered important. One registered nurse and one nurse's aide worked along side attendance personnel in helping to keep students in school. Their efforts paid off.

Students of Humphreys County Public School have experienced one of the most productive years of school training in many years. Credit goes to all those who worked to make the team teaching curriculm a success and to Title I for making it all possible.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Kosciusko Separate School District, Kosciusko, Mississippi

II. Contact Person: James B. Kennedy, Coordinator

III. Cost: $232,808.21

IV. Major Emphasis: The major emphasis of our program was developmental reading and mathematics in grades 1-6, and remedial reading in grades 7-9. Supportive services included physical education and recreation, and health services for grades 1-6.

V. Description: In our developmental reading and mathematics program pupils from grades 1-6 participated. In the remedial reading program pupils from grades 7, 8, and 9 participated. Achievement tests and other inventory tests were given to the students to identify weakness or needs and these pupils were placed in groups for supplementary instruction provided the students with special programs that reinforced the basal instruction. This included Hoffman Reading Program, Sullivan Program, Sights and Sounds, Craig Reading Program, S R A Reading Kits, Barnell Loft, Imperial tapes, Educational Television lessons in reading and mathematics, filmstrips, and many teacher prepared and other commercially prepared materials. Materials, equipment, and procedures were made available which permitted pupil experiences in reading and mathematics that tended to motivate the pupil interest. Audio-visual equipment was used frequently.

One teacher gave remedial reading instruction in the 7th, 8th, and 9th grades. Four teachers gave developmental and remedial reading instruction in grades 1-6. Nineteen teacher aides were employed and assisted teachers in the elementary grades 1-6 with reading and mathematics activities.

Physical education contributed to the total educational growth of the disadvantaged student by providing a program designed to develop skills which carried over into his developmental growth. Three physical education and recreation supervisor/teachers planned and implemented this program in grades 1-6.

The health services provided screening of the students to determine the needs of disadvantaged children in the elementary schools. Some corrective services were provided for the assessed eligible children. A nurse and an assistant implemented the health program in grades 1-6. The in-service training provided for teachers and aides methods and techniques of instruction and the use of materials and equipment used with instruction. The supervisors conducted weekly in-service sessions at each elementary school. Our reading consultant assisted with the in-service by working with teacher groups during and after school hours. Demonstrations of instructional materials have become an integral part of our in-service program, as well as discussions of techniques and new approaches in meeting the high priority needs of educationally disadvantaged children.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Lafayette County School District, Oxford, Mississippi

II. Contact Person: J. L. Nelson, Coordinator

III. Cost: $188,877.00

IV. Major Emphasis: (1) Remedial Reading (2) Special Education (3) Speech Therapy (4) Health Services (5) Public School Music (6) Library-Media Services (7) Physical Education (8) Guidance-Counseling and (9) Director of Instruction

V. Description: A coordinator, with clerical assistance, coordinated the administration of the project to increase the academic and supporting services of educationally deprived children in grades 1-5 at Lafayette Elementary. This project included the following major activities and services: (1) Remedial Reading, (2) Special Education, (3) Speech Therapy, (4) Health Services, (5) Public School Music, (6) Library-Media Services, (7) Physical Education, and (8) Guidance-Counseling. The area of concentration included grades 1-5.

The Remedial Reading Program consisted of one reading supervisor, five reading teachers, and two aides. This vital instructional activity was employed for grades 1-5. The reading program for educationally deprived children was scheduled in addition to all other academic subjects and did not conflict with other class schedules in which the student participated. Criteria for selection included standarized test results and teacher recommendations. The remedial reading program had

as its ultimate goal the improvement of reading skills for each student. Some of the students needed reeducation in the area of phonic skills, others needed readiness, and some of the students needed comprehension improvement. The long range goal was independent reading for the child's instructional level.

A well rounded and equipped physical education program was provided at Lafayette Elementary. Two qualified physical education teachers, one aide, and twenty volunteers rendered individual aid and assistance in a concerted effort to improve the physical capacities which resulted in more properly adjusted individuals through an improvement in overall environmental conditions. This program constituted a major factor in an attempt to eliminate both cultural and social isolation through mass participation and team effort. Objectives of the Title I ESEA physical education program included: increased strength and endurance, better motor skills, improved health practice, improved attitude of good sportsmanship and fair play, gaining and maintaining proficiency in sports for a carry-over value, and appreciation of the value.

Health Services were also an important aspect of the Title I program at Lafayette Elementary. A Title I, ESEA registered nurse with the assistance of an aide, was employed to achieve the goal of improving the health status of deprived school children and to detect and remove any impediment that could possibly threaten any child's educational opportunities. Included in this service was the screening for medical defects such as vision and hearing, making referrals for necessary diagnosis and treatment, enforcing the immunization program, and providing positive constructive educational experiences in the

field of proper nutrition and personal hygiene. Limited funds were available to target students for restorative dental care and treatment for infection. Funds were also available to acquire eye examinations and glasses for students in need of this type of service who qualified as deprived children.

Three EMR Special Education Classes were started during the 1972-1973 school year at Lafayette Elementary. This involved three instructors, two aides, and forty-two students. Supplementary material and supplies were utilized in the Special Education Classes to assist the instructors in equipping these children with the ability to become successfully assimilated socially when they reach maturity.

A Library-Media Center was available at Lafayette Elementary during the 1972-1973 school year. A librarian and an aide were responsible for providing library-media services. Responsibilities also included cataloging and arranging library books. An objective of the Library-Media Center is to provide interesting books the students are capable of reading. Books selected were of high interest and low difficulty level with emphasis on action and adventure stories. It is our goal to instill in children love and appreciation of reading.

A public school music program was available through Title I, ESEA. The program was used as an enrichment device and did not conflict with regularly schedule academic courses. This supplementary music program was designed to provide cultural reenforcement to the school program.

In conclusion, the Title I, ESEA Program greatly enhanced educational opportunities in the Lafayette County School District. Student experiences were enriched through the utilization of staff, equipment, and material. It is believed the Title I, ESEA Program created an opportunity for maximum learning.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Leflore County School District, Greenwood, Mississippi

II. Contact Person: Archie F. Simmons, Coordinator

III. Cost: $812,195.00

IV. Major Emphasis: Major emphasis of Leflore County Schools Regular Session Title I Program was centered around twenty-five (25) priorities determined by a Needs Assessment conducted by the entire faculty and staff of the Leflore County School District. Below is a list of these priorities ranked according to their relative importance:

1. Language Arts
2. Reading
3. Math
4. Deprived Environment
5. Science
6. Social Studies
7. Orientation to the World of Work
8. Clothing
9. Assumes Responsibility
10. Business-Clerical Skills
11. Restless-Inattentive
12. Family Living Skills
13. Food
14. Basic Classroom Materials
15. Technical Skills
16. Vocational Skills
17. Interest in School Activities
18. Withdrawn and Shy
19. Physical Education - Recreation
20. Care of Property
21. Works with Group - Cooperative
22. Personal Hygiene
23. Teeth and Mouth
24. General Appearance
25. Speech

Of these twenty-five priorities there are five (5) general classifications as listed below:

1. Academic which includes Language Arts, Reading, Math, Science, Social Studies, Business Clerical Skills, Family Living Skills, Technical Skills, Vocational Skills, Physical Education - Recreation and Orientation to the World of Work.

2. Behavior Modificate on which includes Assumes Responsibilities Restless - Inattentive, Interest in School Activities, Withdrawn and Shy, Care of Property, and Works in Groups - Cooperative

3. Social Development which includes Deprived Environment, Clothing Food, and General Appearance.

4. Health which includes Personal Hygiene, Teeth and Mouth and Speech.

5. Basic Classroom Materials.

V. Description: Academic - Major emphasis of the Title I regular Session of the 1972-73 School Year Program was remedial work in the academic areas. Every effort was made to insure that the children involved in the Title I Program received the very finest program which could be developed. Of paramount importance were the areas of Math, Reading, and Language Arts. A description of these programs is included in the Project Activities along with supportive date including tests results.

In the areas of Science, Orientation to the World of Work, and Vocational Skills, extensive work is being done. A greatly enriched program in the Science field has been used to provide children not only with classroom curriculum but also to provide an opportunity to explore their physical environment. With the use of the Environmental Laboratory the children are offered an opportunity to physically explore the world around them.

A continuing program of Orientation to the World of Work involving all children in grades 1 through 9 includes Elementary

Industrial Art coupled with a pilot program in Career Education.

Behavior Modification - Extensive research training was carried on throughout the year through Project TREND involving all principals throughout the school system. Consultants in the field of Behavior Modification visited the classrooms to observe teachers and consequently, developed programs to aid them in eliciting the desired responses from children.

Social Development - Of paramount importance to the social development of the Title I child is attendance. Following is supportive data concerning work of attendance counselors this school year including the number of children returned to school, a statistical breakdown for each month for each school in the system, and, in addition, the number of children aided with shoes and clothing.

Health - A major problem affecting children coming from a deprived environment is the great health problem which must be overcome if this child is to perform satisfactorily in the classroom setting. Following is a breakdown as to the number of children provided with health services this year.

In addition, this year a concentrated program of speech pathology was conducted. Children in Title I were screened and cases referred to the Speech Pathologists. Following is a breakdown of the number of children provided with speech improvement activities.

Basic Classroom Materials - The acquisition of needed classroom materials.

September 1972-Present

An overview of Leflore County Speech and Language Services

Screening Results:

Total number of children screened and to be screened for speech defects 1,499

Students screened at present 1,257

Projected number to be screened 242

Therapy

Total students receiving and to receive therapy benefits 260

Students already taken in therapy 190

Projected number to be taken 70

Students remediated and dismissed from therapy 48

Of the completed block units (9 weeks) of therapy so far, a dismissal rate of 42% has been noted. Substantial progress was evidenced in all cases.

Our Leflore County Speech and Language program has changed radically since September. The year was begun with one therapist. Another was added in late October, one in late December and a final therapist was hired in January. We feel that the above results are remarkable when we consider the transitory period we have been working in. For the first time we have the full strength of all of us working for a complete 9 week block. Very substantial gains should be seen in helping children with another "special need" in Leflore County.

HEALTH SERVICE EVALUATION

1. Vision Program - 1173 screened in eight target schools using a Titmus Vision Tester.

   Glasses purchased - 82 with 1 artificial eye
   Glasses repaired - 9

   Refraction (eye examination per doctor, glasses not necessary - 16)

2. Hearing - 1199
   Referrals - 9 with 1 surgery

3. Dental - 1288
   Referrals - 87 had dental work

4. Cumulative Health Records

   A cummulative record system has been established on all children involved in this program in the 1st through 6th grades.

   Height & weight - 1st through 6th students - 2371

5. First Aid:
   School Clinics provide first aid and service for over 2000 cases involving minor injuries and nuisance diseases.

6. Screening examination per doctor - all 1st and special education.
   306 Dr. Flowers - 5 home visits - 5 referrals to family physician.

7. Nurse referred to medical physician - 108

8. Hospitalization - 3

9. 300 Home visits

10. Cooperative Effort with Community Health Agencies:

    In cooperation with the Leflore County Health Dept., the dental Hygienist of the State Department of Health conducted a Floridation program for the 2nd grade children. This program required 2 visits per school with a six month lapse between visits.

11. Health Education:

    Health Services has been pleased to co-sponsor with the local Jaycees and Health Department Officials with "Veneral Disease Education Week." This program was designed for children in all 7 grades.

    Invitations has been accepted by this department to speak to students on drug abuse and health careers.

TITLE I ESEA
Attendance Department
1972 - 1973 Evaluation

How do you motivate every youngster to learn? What is it about school that makes one youth stick in class while another "tunes out"? Considerable amounts of energy and study have been poured into these and related questions for this fiscal year. Yet, the district's low average daily attendance and drop-out rate persists.

The Attendance Department, ESEA, Title I, has completed a successful year with the Leflore County School District. There were four attendance counselors on the staff who were responsible for two schools each. Their primary functions were as follows:

1. As soon as a child misses school due to reasons unknown to school officials, a visit to the home is made in an attempt to find the reason for the child's absence. During the visit the attendance counselor develops a rapport with the parents in an attempt to enlist their aid to insure regular attendance.

2. The attendance counselor determines if the child is in need of special services such as clothing, which he is responsible for obtaining. If the child is in need of services such as medical treatment, the attendance counselor assists in making arrangements.

3. Attendance counselors inform the parents and acquaint them with the many other services available to the child, such as psychological services, speech therapy, guidance counseling, etc.

4. Attendance counselors are responsible for all accountability forms and other necessary records pertaining to their assignment. They are also responsible for keeping detailed records on average daily attendance.

As attendance counselors in the school setting, our responsibilities are limited and we do not have the resources to meet the needs of all the children. Consequently, community agencies become invaluable resources to us and we, in turn, often serve as a resource for such

agencies as the Welfare Department, Health Department, Youth Court, and Employment Service.

This year we received an agreement between the Employment Agency and the schools to provide the names and the addresses of all drop-outs to the Employment Service for counseling job placement, aptitude or vocational interest testing, or vocational training such as Job Corp and Neighborhood Youth Corp. This was one effort to follow-up on the drop-outs and hopefully help them become contributing members of society.

Due to the fact that the counselors are in daily contact with the children, they get to know them well. They act as a resource for Youth Court by providing valuable information concerning behavior of certain children both in the home and school setting.

Our most valuable resources have been the Health and Welfare Departments. Periodically, we carry a case cooperatively with community agencies when the major responsibility for the case rests with the agency.

An example of a case carried cooperatively with the Health Department is as follows:

1. Student X was the terror of the school and considered dangerous by teachers. He injured and bullied other students, wrecked classrooms, in temper tantrums he fought, kicked, and cursed teachers and the principal. Student X was nine years old in the third grade. He was expelled for his violence. Observation of the child in school revealed his aggressive behavior significantly increased in the afternoons. A home evaluation revealed he was a grand-mal epileptic and wasn't taking his medication at home or school. His mother had a distorted view of epilepsy and felt everytime he attacked his brothers and sisters and had a tantrum that "poor" Student X was having a seizure. The smart rascal learned to use his "seizures" to great advantage at home and school. Referral was made to the Public Health Department and with

the aid of the health nurse, Student X began taking his medicine and the mother was counseled about the disease and true symptoms. Student X was readmitted to school upon the request of the attendance counselor and he developed an entirely new personality. For the first time in three years, he began making real academic progress. Both the Attendance Department and the Health Department are still following up with the parent, teacher, and child to insure his continued adjustment at home and school.

An example of a case carried cooperatively with the Welfare Department is as follows:

2. At the beginning of the 1970-1971 school year, Student Y was found by the attendance counselor under the house with the dogs, the place he had preferred to play since he was two years old. He was then six years old, did not respond to sound, could not speak, and had been a virtual prisoner in the home due to his behavior and inability to communicate. All school services were immediately implemented but a hearing and psychological evaluation were impossible to obtain due to his extreme fright and inability to comprehend directions. At first, believing his hearing difficulty might instead be due to severe emotional problems such as autism, he was placed at first on an hourly basis in the special education class. Observation of his behavior in class revealed that he was an alert, friendly, energetic child desperate to explore his environment, to have a friend, and to learn. At this point, the case was referred to the child welfare worker who involved the parents in the evaluation progress and for months carried the child and family to various hearing experts who also had different opinions. After diagnosis was finally made that the child was indeed deaf, the parents flatly refused placement in the school for the deaf. Student Y, now seven years old, has been out of school and under the house again all this year -- with no plans from the parents for him to ever even be able to write his name. However, intensive casework paid off and the child welfare visitor pulled off another miracle -- getting the mother to let him go to the school for the deaf.

The successes are really the ones that show so well how invaluable resources can be when we make a special effort to cooperate, coordinate, and explore different resources together.

School is often the place where the child openly reveals for the first time his general attitudes, social personality, emotional conflicts, and his ability to get along with others. In addition, he

shows more obvious characteristics of intelligence level, capacity to work and play, and feelings about authority.

The teacher is an excellent case-finder. Educational goals are lost unless we prepare the teacher to retain his basic responsibility as educator, and as the best one acquainted with the child. What is basic is the teacher's need for knowledge of the home and community. The teacher is alert to manifestations of distress in a child, whether the symptom is a sudden change in behavior, a nervous habit, inability to learn, or an unexplained absence. This is often case-finding in the earliest stages of the problem. The teacher knows the child well and has a tremendous amount of knowledge about the child at her disposal.

The attached statistical data shows the average daily attendance for each school, the drop-out rate, and all other activities covered by the Attendance Counselor.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Lincoln County School District, Brookhaven, Mississippi

II. Contact Person: Harry L. Cole, Title I Coordinator

III. Cost: $149,682.00

IV. Major Emphasis: The major emphasis for this district has been on developmental and remedial reading. Supportive activities in health and special education have been the other two phases of the project.

V. Description: The district concentrated its reading activities in two major areas; namely, developmental reading for grades 1-3 and remedial activities for grades 4-8. Eleven special reading teachers were employed to accomplish the stated project objectives. A reading supervisor was employed to give direction to the program.

Twenty-three teachers received in-service education in teaching reading to low achievers. The health nurse rendered various services to all 651 pupils in the project. Special screening activities by the state psychiatrist, Dr. Nina Goss Moffit, was accomplished on 34 pupils who had particular handicaps. Special education was available for 38 pupils that psychological screening revealed needed this type training. The combination of supportive activities and academic endeavor

produced results that were satisfactory. A 2.5 grade equivalent improvement was noted for the 91 pupils in remedial reading in grades 7 and 8 as measured by a standardized achievement test when compared to a pre-test of the same calibre. Remedial reading in grades 7 and 8 showed a greater pupil gain due to the ability of supervisory personnel to properly organize the program. The remedial activities in grades 4, 5, and 6 did not reflect as much gain as the district optimistically hoped for. This was due to (1) inadequate physical facilities, (2) poor administrative organization, and (3) inadequacy of abilities of instructional personnel to establish individualized instruction for their pupils.

Most all slow learning readers made some progress. The average grade equivalent gain was 0.6 for remedial students in grades 1-6 instead of the .9 improvement established as the project goal. The developmental reading activities established for grades 1-3 were more effective primarily because the pupils involved received more individualized instruction. Post-test results reveal that students involved in the developmental reading project, grades 1-3, achieved an average of .9 grade equivalency for the regular 9 month school term. The average grade equivalent increase for all remedial students, grades 1-8, in the project was 1.0. The overall gain for reading, district-wide, grades 1-8 was .7. This demonstrates the effectiveness of the remedial reading program.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Louisville Municipal Separate School District, Louisville, Mississippi

II. Contact Person: Thomas W. Saterfiel, Title I Coordinator

III. Cost: $392,916.00

IV. Major Emphasis: The major emphases of this Title I, ESEA program were in the instructional activity areas of Reading, Language Arts, and Mathematics.

V. Description: The Title I, ESEA program for the 1972-73 regular school session was designed to meet the needs of our students as indicated by the teacher completed needs assessment sheets. The reading activity in the four target schools was carried out by 10 teachers and 5 teacher aides paid by Title I and 60 regular teachers. 1840 students in grades 1 through 6 at Nanih Waiya and Noxapater, and grades 1 through 5 at Louisville Elementary School were in a developmental reading program. There were 150 in remedial reading at Louisville Junior High School for a total of 1990 students in this activity.

Our language arts activities were carried out by 4 Title I paid and 60 regular teachers in the four targer schools for a total of 1915 students. Seventy-five students were in a remedial language arts program at the Louisville Junior High School and 1840 students were in a developmental language arts

program at the Louisville Elementary School, Noxapater, and Nanih Waiya.

The mathematics activity in the 4 target schools was carried out by 5 Title I paid teachers and 60 regular teachers with a total participation of 1990 students. 150 of these were in a remedial program at Louisville Junior High School, and 1840 were in developmental programs at Louisville Elementary, Noxapater, and Nanih Waiya schools.

A health and hygiene instructional activity was conducted for 300 Title I children in grades 6 through 8 at the Louisville Junior High School.

Three Title I educable mentally retarded classes were operated at 3 of our target schools. A maximum of 15 students were served in each of these classes.

A developmental art activity was conducted for all Title I children in grades 1 through 6 at Noxapater and Nanih Waiya schools and grades 1 through 5 at Louisville Elementary. A total of 1840 students participated in the art activity. An art supervisor worked with the regular classroom teachers in these 3 target schools.

The supportive services which follow were also included in our project.

Attendance

An attendance officer was employed to work with dropouts and potential dropouts and their parents by visiting in the homes.

Food

A cafeteria supervisor was employed for the planning of menues, purchasing food and equipment and coordinating the food service in our target schools.

Guidance Counseling and Testing

A Title I paid Director of Testing was employed to select and supervise the administration of tests, report and interpret the results to teachers and evaluate the effectiveness of the Title I instructional activities.

One Registered Nurse and one nurses aide were employed to carry out the Health service. 2140 Title I children were screened for hearing, visual, and dental defects. Each child was measured and weighed and a health record was established for each child involved.

Library

One Librarian and two aides were employed to help improve the effectiveness of our library service at three target schools. In addition, books, periodicals, materials and supplies were purchased to insure the effectiveness of this service.

Speech Therapy

One Title I paid speech patholigist was employed to work in the four target schools. The case load was determined through screening prodedures and teacher referrals. A total of 87 children were seen for speech services during the school year with no more than 75 children receiving therapy during any given time.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Marion County School District, Columbia, Mississippi

II. Contact Person: Mr. Frank Rayburn, Superintendent
Mr. George Gunn, Jr., Coordinator

III. Major Emphasis: Reading Program: The needs assessment survey definitely showed a drastic need and assistance for children in Reading and Language Arts. The emphasis of our program was placed in these fields. We made great strides and accomplishments with our program and the Students gained considerable knowledge. We had a very profitable year, however, we did not completely reach all our goals and objectives. Our project for the year 1973-1974 will be a continuation with some added or expanded areas in the Reading and Language Arts field with mathematics added. Approximately 1150 children in grades one through six were involved in the Reading Program in the 1972-1973 school year. The Reading Program consists of grades one through six in five target schools in Remedial Reading. The Reading Supervisor coordinated her efforts with the Reading Teachers and Teacher Aides in the various schools.

Iv. Description: Reading Program: In planning a Reading Program for grades one through six, we concentrated on remedial reading. The Reading Supervisor coordinates the program with the assistance of seven Reading Teachers and forty-four Teacher Aides. The Reading Program was conducted in each of the five target schools; a totai of

1150 children were involved in the program. Sufficient teaching materials and supplies were furnished to each school.

We conducted an In-Service Program in May before the regular school year ended. We had forty-four teacher aides in a twelve hour refresher course. Personnel from our school system conducted this class.

Health Services: We had one Registered Nurse and one nurses' aide employed. They visited the five target schools one full week at a time. Approximately 1150 children in grades one through six were screened for various health corrections. The Registered Nurse screened children in grades one through six in the five target schools that were in need of corrections and were eligible for Title I benefits to a dentist or doctor. The Nurse visited each school on the basis of a week at a time. The Principals were notified in advance as to the week the Nurse would be in their school to screen children for health corrections. Records are kept in the Nurses' office for each child. If an emergency arises, the Nurse is contacted at once. The Nurse works very closely with the County Health Department officials and referrals are made to the dentist and doctors. The Nurses' Aide is primarily in the office at all times to post and keep up the health records on the children. She sets up appointments with parents, doctors, dentists, and others involved in the Health Program. She renders a great service in this respect.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Newton County School District, Decatur, Mississippi

II. Contact Person: Billy Baucum, Coordinator

III. Cost: $119,118.00 Part A-97,842.00; Part C-3,501.00; Carry-Over-17,775.00

IV. Major Emphasis: Developmental - Grades 1-4 - Reading, Language Arts, Mathematics and Science.

V. Description: The developmental reading program has been used to instruct each child on his level in order to allow immediate success in reading. A multisensory approach through the high interest low vocabulary approach was used in addition to teaching nine basic skills on the childs instructional level: Decoding vocabulary, literal and inferential comprehension, creativity development, literal understanding and appreciation, and application of language, study skills, sensitivity to social, moral values and acquisition of information of knowledge.

We feel that there are several reasons for success in this area. Teachers had available standarized test results to help them place each child at their instructional level as well as informal reading inventories and their own teacher judgment. Teacher aides were available to relieve the teacher of many non-professional duties thus allowing more time for the teacher to work with disadvantaged students. Teacher aides, under the direction of the teacher, were also able to work with individual students and small

groups of children to re-inforce skills previously taught by the teacher. A continuous in-service program helped teachers and aides to stay abreast of current teaching methods and materials.

1. Standarized Test

   A. Each child was pre and post tested with Metropolitan Achievement test except for 1st grade which were given Murphy-Durrell Readiness Test in September and Metropolitan Achievement Test in April.

   B. Second, third, fourth graders scored an average of 2.0 in September and an average of 2.7 in April. This is an overall Advancement of .7.

The Title I program for the Newton County Unit Schools was designed to offer supplementary instruction in reading, mathematics, language arts, and science in grades 1-4 and remedial reading instruction in grades 5 and 6 for educationally deprived children in five target schools. The program also provided children in five target schools. The program also provided an in-service training program for teachers and teacher aides for the purpose of improving the instructional program. Fifteen teacher aides and a curriculm supervisor was employed to work in the developmental program in grades 1-4. In the developmental program, students were grouped by achievement rates. A variety of supplementary instructional materials and equipment were purchased to aid in the teaching of skills needed by these students.

Three remedial reading teachers were employed to work with students in grades 5 and 6 that needed additional skills and motivation in order to uplift their reading abilities. A variety of high

interest low vocabulary materials were purchased to supplement the overall reading program to help in developing skills and to re-inforce the skills that were taught.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. North Tippah Consolidated School District, Walnut, Mississippi

II. Contact Person: C. H. Elliott, Superintendent

III. Cost: $95,027.00

IV. Major Emphasis: The major emphasis of the Title I ESEA program in the North Tippah Consolidated School District was reading and mathematics. Additional emphasis was placed on music, special education, guidance, speech, and health. All these combined to help support the project.

V. Description: After a comprehensive assessment of the needs of the eligible students, planning occurred and resulted in a determination of the major emphasis of the project.

Two remedial reading teachers were employed at each of the three target schools. Their efforts were concentrated in grades three through six in an effort to remediate existing deficiencies by supplementing the regular program. The behavioral objective for this aspect of the program was that 80% of the designated students will make one years progress in reading as measured by an achievement test in appropriate pre and post testing sessions. Included reports give evidence of the degree of success of this objective.

Each target center employed the services of one remedial

math teacher to provide supplemental instruction in grades four through six. The behavioral objective for math was that 80% of the participating students will make one year's progress. Included are reports showing evidence in the degree of success of this objective.

In order to help the whole child, personnel in guidance, music, and speech were employed in grades one through six. These enrichment courses have supported the math and reading aspects of this project. They have also had a favorable effect upon the Title I students. The counselors have aided all the faculty members that were teaching Title I recipients and have been available for one-to-one and group counseling of the students. The music has provided an opportunity for the disadvantaged children to develop and cultivate an ability in one area where they excel and compete successfully with those more fortunate than they. Having the opportunity to successfully compete appears to have raised many self-concepts and to be a highlight of the program. All students identified as having a speech defect in grades one through six participated in therapy directed by a speech therapist.

The funds set aside in health services paid for nine eye examinations and seven sets of glasses. A general medical problem in one of the eligible families of the district was also corrected.

By hiring three elementary special education teachers, the children designated as educable mentally retarded by the state approved regional screening teams were in part removed

from the regular classes and given instruction based upon the needs and functioning level of each student. This has not only greatly improved the program for the EMR's, but removing them from the regular classes reduced the number of students of all other teachers, thereby, assuring that the other students would receive more individual attention from the teachers. The special education program has been a tremendous success. Reports are included that give evidence of the success of this special program within the total Title I program.

When the needs of this designated group of students were determined and the additional personnel supported by this project joined the regular staff in an effort to meet those needs, progress was made. Recognition of the needs of the students, the in-service training and the planning that had gone into this program insured a degree of improvement for the students. In some cases the improvement was not as much as was desired, but this is just a reminder of the need for constant evaluation of teaching procedures and the need of re-evaluating the expectations of the students involved.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Okolona Municipal Separate School District, Okolona, Mississippi

II. Contact Person: Howell G. Mims, Coordinator of Federal Programs

III. Cost: Approximately $120,000.00

IV. Major Emphases:

Instructional Activities

A. Developmental Reading and Math - Grades 1-3

B. Remedial Reading and Math - Grades 4-6

C. Remedial Reading - Grades 7 and 8

D. Physical Education - Grades 1-6

E. Art - Grades 1-6

Supportive Services

A. Library

B. Health

C. Guidance

V. Description: The Title I instructional program in Okolona Public Schools was designed to provide supplementary learning activities in reading and math skills, promote physical well being through a planned and coordinated physical education program, and develop both skills in and appreciation for visual arts.

Supplementary services included library, health, and

guidance which were designed to give support to the student in the instructional program.

The developmental reading and math programs in lower grades were established because of the high incidence of culturally deprived students in the Okolona Public School District who come to school with minimal preparation for academic instruction. Such a program was to prevent those students from advancing to the upper elementary grades without mastering the basic skills in reading and math. The need for such a program was determined by the high number of students in the upper grades who needed remedial work in order to perform at their potential levels of work.

The remedial reading and math programs were based on the number of low achieving students in the upper three elementary grades and Junior High. Supplementary classes in reading and math were established for those students.

The physical education program was a continuation of the program developed three years ago because no physical education instruction was offered at the elementary level. Eligible children participated on a scheduled basis and the program was a favorite of the students.

Art was included in the project because of the continuous requests by students and parents. No art program was offered in the shcool and because of an earlier Title I summer school art program which was enthusiastically received, art was offered this time to eligible students for both enrichment and skill building.

The library services offered by Title I were to provide supportive resource materials for the instructional program, especially the reading program.

Health services were provided for students in order to evaluate their health condition as it affected their school work. Preventive as well as corrective measures were taken in dealing with dental, visual and audio aspects of the students' health. Such services were coordinated with other agencies in the community which deal with the health conditions of the students.

Guidance was provided in order to diagnose problems, prescribe materials and methods, and evaluate progress of the students' learning. This was a major support service of the Title I program.

In most all areas of the project, the pre and post tests data show that goals were reached and objectives were achieved except in the developmental reading and math project. As stated on the individual program evaluation form, the guidance counselor questioned the validity of that level test for that age student. Such scores did not reflect the work the teachers said the students were doing and it is difficult to explain the dichotomy between test scores and classroom performance.

We do feel that progress has been made and that the Title I program has provided benefits for our students that otherwise could not have been afforded.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Quitman Consolidated School District, Quitman, Mississippi

II. Contact Person: Brandon Bell, Title I Coordinator

III. Cost: $208,694.00

IV. Major Emphasis: The major emphasis of this project was directed toward the early detection of problems which children have with the basic skills and the development, design, and implementation of corrective and presentative programs to deal with these difficulties. Activities in P.E. and music and supportive services in guidance, attendance and health complement the basic skills program.

V. Description: First year children were given a series of rather comprehensive tests to detect the nature and extent of any physical problem and to determine the level of achievement in the basic skills. Included were tests in vision and hearing, a physical ex[illegible]ion, achievement tests, mental ability tests, motor coordin[illegible] visual perception tests. Other children were tested [illegible]nt in reading, language arts and mathematics. Those [illegible]ildren having a weakness in any of these areas were placed in programs designed to strengthen the weakness.

Remedial programs in reading, language arts, and math for children in grades two through five were conducted by classroom teachers assisted by teacher aides.

Remedial reading in the sixth grade was conducted by a reading teacher assisted by two teacher aides. Open Court materials were used primarily, supplemented with SRA and Random House materials.

Two learning centers staffed with three teacher aides served grades three, four and five. Children were referred to the center by teachers, principals, and/or supervisors for assistance in dealing with a specific learning problem. Each child referred usually spent about 30 - 45 minutes a day in the center. Due to the vast number of children who had basic skills deficiencies, it was necessary to establish a rigid schedule so that as many children as possible, who had a need, could avail themselves of the resources in these centers.

Five classes for children with specific learning disabilities were established in grades two through six. Approximately twelve children were assigned to each class ehich was under the supervision of a teacher certified in that field. Special materials and equipment were provided to assist in the training of these children. The children in these classes were assigned to a learning center for one period during the day and participated in music, physical education, and other activities with other members of their peer groups.

Five classes for educable mentally handicapped children were established in grades one through four. Approximately ten children were assigned to each class which was supervised by a teacher certified in special education. Special equipment and materials were provided to assist in the training of these

children. The children in these classes were assigned to the learning center for one period during the day and joined with the other children in their respective classes for participation in physical education and music.

Vocational orientation and career guidance were provided for twenty boys and girls age 13 - 16 years old. One half of their school day was spent with a special teacher who instructed them in reading, language arts and arithmetic. The other half of the school day was spent with a vocational teacher who instructed them in woodworking, plastic crafts, papier-mache, ceramic and art. These children were included in music and physical education training with other children the same age.

Health services, which included a general physical examination and screening for vision and hearing defects, were directed by a registered nurse. This nurse spent one hour each day in instruction of fourth and fifth grade children emphasizing hygiene, nutrition, and physical fitness. Home visits, when needed to help solve a health problem, came under the responsibility of the health nurse.

An attendance supervisor checked on children who were continually absent from school and made recommendations for getting these children to attend regularly. He visited in the home and the community to help determine the causes of excess absenteeism.

A speech therapist screened children for speech and hearing defects and planned and implemented programs for corrective and preventative therapy.

Ten teachers and fourteen teacher aides participated in in-service training. The teachers attended classes which dealt with the psychology and training of exceptional children and were taught by professors from the University of Southern Mississippi. Teacher aides were trained by regular classroom teachers and the Title I Staff. Two consultants were retained to assist with needs assessments and make recommendations for improvement in the on-going programs for handicapped children.

Significant gains for individual children in the basic skills are indicated by the objective test data included with this report. We attribute this gain to the fact that teachers, through in-service training, now better understand how to recognize and deal with the problems of children. Small classes for handicapped children, availibility of volunteer tutors and teacher aides, availibility of adequate special materials and equipment, a learning center staffed with trained personnel and stocked with materials and equipment, and support of the State Department of Education were also very beneficial in making this Title I program effective.

As shown in our report on absenteeism and dropouts, this objective was not accomplished. More study will be needed to determine some of the exact causes for the overall increase in absenteeism and dropouts. Most of the increase seems to have occurred where Title I activities were not part of the comprehensive program. However, in the third grade, there was an appreciable increase in absenteeism which is now being studied.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Rankin County School District

II. Contact Person: A. E. Martin, Coordinator

III. Cost: $417,803.00 Part A-97,842.00; Part C-3,501.00; Carry-over-17,775.00

IV. Major Emphasis: The Title I project for 1973 included language arts and mathematics for grades 1-6 in all the schools of the Rankin County District for those students who were educationally deprived in the above areas, as well as special education classes for the mentally retarded.

The service activities were health and guidance, which were available for all students in the Title I program. Emphasis was placed on meeting the needs of the students in each activity, as measured by achievement tests which were administered at the beginning of the program, in the instructional activities, psychological screening for special education students, and screening for vision, hearing and dental defects in the health service area. Guidance services were rendered by providing a supervisor to help the Title I teachers administer and interpret standarized tests, and to evaluate the activities of the overall program.

V. Description: The remedial language arts classes were offered as a result of the needs assessment. These students were placed in a special class which consisted of a small number of students assigned to a Title I teacher or teacher aide to help them with difficulties

in the language arts area.

This remedial instruction was offered over and above the help that the students received from their regular teachers. Materials were provided for these classes. As measured by the Metropolitan achievement test, 85% of the students enrolled showed improvement. Each student was given a chance to work on his own level, and to progress as rapidly as he/she could.

The remedial mathematics classes were offered on the same basis as the language arts classes. In most cases, the same students were enrolled in both classes. Emphasis was placed on basic mathematics, and a large number of students who were very slow in this area made improvements.

In the special education classes, the students were screened and those who were recommended were placed in classes of not more than 15 students and were taught by a qualified teacher of special education.

All of the instruction in special education was based on the individual needs of each student.

The health program was very effective. All of the Title I students were screened for vision, hearing, and dental defects, and those who needed corrections were referred to specialists. The nurse made many home visits to consult with parents concerning their children's health problems. A large number of students received eye glasses and hearing aides from funds provided by Title I, ESEA.

The guidance program was very helpful. Teachers who were working directly with Title I students were given help in administering and interpreting tests. The guidance supervisor was instrumental in helping with the evaluation of the overall program.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Scott County School District, Forest, Mississippi

II. Contact Person: Bob Tom Johnson, Title I Coordinator

III. Cost: $356,257.00

IV. Major Emphasis: Reading and Language Arts, Mathematics, Special Education, Health Services

V. Description: Our main instructional thrusts were in the areas of reading, language arts, and mathematics. We also had secondary thrusts in special education and health services.

The program was set up on a developmental basis in grades 1-4 and on a remedial basis in grades 5-8. To work with reading, we hired 13 reading teachers. Seven of these worked with the developmental program in grades 1-4. The remaining 6 worked with the remedial program in grades 5-8. We also hired 49 teachers aides to work with the classroom teachers in reading, language arts, and math.

One curriculum coordinator and one curriculum supervisor were hired to supervise the Title I program. These two supervisors worked with the teachers (both classroom and Title I) and teacher aides in the selection, utilization, and organization of materials and equipment for all areas of the instructional program.

Each reading and language arts class is organized with

from two to four "learning centers." In grades 1-4 all classes have four such centers. The main thrusts of the reading and language arts is planned and sequential instruction in the basals given by the classroom teacher. In every class, each group received instruction in a developmental program suited to their individual needs. This instruction was given by the teacher and reinforced through the help of the aides. Each day the groups rotate through each of the "learning centers," where they are exposed to materials which extend and strengthen the skills introduced by the teacher in the basal readers and language arts texts.

Materials used in the "learning centers" consist of duplicated sheets, workbooks, listening programs, recorded tapes, cassettes, filmstrips, SRA reading materials, Imperial Reading Program, and the Hoffman Reading Program. Sets of books with high interest and low vocabulary are provided to meet the individual needs of the students.

Special education classes were increased from six to twelve classes for the whole county. This program is set up with a teacher-student ratio of no more than 1-15. The purpose of the program is to give individual help to the approximately 180 educationally mentally retarded and help them develop and progress at their own rate.

Materials used by special education teachers included any of the materials used in the "reading centers" which the teachers could adapt to the EMR plus the E.P.C. Curriculum Filmstrip Program which covers, reading, math, science and

social studies, the Acoustiphone Multi - Sensory Program and Sullivan Programmed Math.

The math program is planned and instigated through the administration of diagnostic tests. The basals are supplemented with the McCormic Mathers Math Labs. These labs cover a grade range from third through eighth. This provides for a more individualized approach to the needs of the individual pupils. Other materials utilized were filmstrips, cassettes, transparencies, models, counters, charts, and other manipulative devices which give meaning to math. This program is operated under the direction of the regular classroom teacher, with the assistance of the curriculum coordinator and supervisor in diagnosing and prescribing needed instruction and materials.

The health program is a vital part of the Title I Program. This is the only limb we have in reaching out and providing opportunities for proper health education, care, and as well as medical treatment for the needy and underpriviledged children.

The staff of the health program consists of one registered nurse and a secretary aide. The nurse works closely with the Mississippi State Board of Health, the Scott County Health Department, County Curriculum Supervisors, Guidance teachers and classroom teachers in meeting the needs of the pupils. Services offered include screening for vision and hearing problems, examination of teeth, checking skin disorders and making home visits when needed. First aid and minor treatments, are performed by the nurse and more serious

problems are referred to proper medical personnel for further diagnosis and treatment.

Part of all the cost for these corrections and treatments is borne by Title I whenever parents are unable to pay.

Health clinics are established to each of the five target schools in the county. The nurse works with the school faculties in locating children in need of corrections or treatment. Home visits are made when necessary to talk with parents, especially when treatment of a serious nature is needed.

Many medical and dental corrections have been made through the purchase of eye glasses, hearing exams, tooth extractions, fillings, and general referrals and corrections. The health program is a valuable asset to the educational program. See the attached sheet on health corrections.

Great progress was made in all facets of the Educational Program of the Scott County Schools through the Title I Program.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Tate County School District, Senatobia, Mississippi

II. Contact Person: Daniel P. Pope

III. Cost: $444,509.00

IV. Major Emphasis: The major emphases of this project were Reading and Language Arts, Math Science, Social Studeis, Physical Education, Music, Health Services, and Pre-School Readiness.

V. Description: The Title I Reading and Language Arts program for the 1972-73 school year, overall, was successful. A large number of students were able to improve their reading and communication skills. However, as we look at different data there were some students who made no progress and some who even regressed. We are encouraged, nevertheless, by the progress made by the majority of students. Please note attached test data. The enrichment phase of the program reached children in grades 1-6 while the remedial phase reached children in grades 2-8.

After discussions with teachers and principals, the Title I remedial math program has been declared a successful program. Test scores indicate the progress made and teachers feel that more progress has been made than the test scores

indicate. Many films, filmstrips, transparencies, prepared tapes, and masters, workbooks and other teaching aides and supplies were used in an effort to provide the necessary background for the students to be successful in higher mathematics. Other materials, such as Math Drill Kits and math games, appeared to create more interest in math on the part of the students. The teachers made a concentrated effort to teach the skills the children needed and then to reinforce these skills with additional work.

Through the use of such teaching aides as films, filmstrips, transparencies, maps, globes, and charts, students improved in the area of social studies. Teachers were able to involve students in group discussions. Therefore, after reading about, discussing, and reinforcing through the above mentioned teaching aides, students progress was increased.

Many remedial science students were not able to read and comprehend the regular textbook. To create interest in science, on the part of the student, and to aide the students' feelings of success and accomplishment, the remedial science classes were taught through work-a-text work type books on the reading level of the students and a number of classroom experiments were conducted.

The Title I music program, according to teachers, principals, and students was most beneficial and enjoyable. Students in grades 3-6 were provided the opportunity to enjoy and learn to appreciate music through actual participation. Listening to many and various types of records provided musical experi-

ences not previously available to the students. The children learned to read simple notes of music. Special occasion programs were presented to parents, teachers, and student body.

Through active involvement, children were provided the opportunity to participate in games that would assist in muscle and body development. Through group association and participation, the children were given the opportunity to play together, thus providing the opportunity for social development. Through association and play, the children learned the rules of games and a sense of fair play. Games and activities engaged in were: softball, baseball, volleyball, badminton, tabletennis, soccer, wrestling, tumbling, and physical excercises.

The Title I health nurses provided eye and ear examinations for Title I eligible children in grades 1-8. Referrals for further and more detalied examinations were made when difficulties were discovered. Minor scratches and brushes were treated by the nurses and/or their aides. When any serious infection or injury was discovered, the child was referred to the family doctor.

The Pre-school Readiness program was very much a success in our estimation. A pre and post Check-Test for Trading Readiness, and Check-Test for Number Concepts was given each participant. Noted improvement in the areas of following specific instructions, recognizing the names of other children in the room (sight word recognition), recognizing letters, recognizing

beginning sounds, matching pairs, recognizing colors, and rhyming words was made in reading readiness. In the area of Number Concepts, much improvement was made in the area of counting, recognition of numbers, concepts of "bigger", "smaller", "longer", and "shorter", identification of money (penny, nickel, dime, etc.), measurement concepts, weight distinction, concepts of top, bottom, beside, behind, and "taller", or "shorter", recognition of shapes, ordinal numbers, more than or less than, and identifying numbers "more than" or "less than".

We all realize that all 110 participants will still not be ready for the first grade come August 15, 1973; however, their chances of success have been greatly enhanced as a result of the concepts to which they have been exposed and, of course, their social relationship with other children of the same age.

An in-service training program for teachers who will be working with special education children was provided. Consultants from Mississippi State University worked with the teachers in the areas of types of mental retardation, identification of the mentally retarded and materials and methods used in teaching mentally retarded.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Vicksburg Public School District, Vicksburg, Mississippi

II. Contact Person: W. L. Triplett, Title I Coordinator

III. Cost: $296,283.00

IV. Major Emphasis: Communication Skills, Remedial Reading, Special Education, Speech Therapy, Health and Hygiene, Attendance and Materials Center Services

V. Description:

Communication and Developmental Skills

The Primary objective "To Help Beginning Students Develop Primary Communication Skills" was realized to a great extent.

Two forms of the Gates McGinitie reading test were utilized as pre and post tests and showed positive average gains of .6 grade level. While this is not considered a rapid gain, it does reflect consistency and progress toward the objectives of the project.

Remedial Reading

The specific objective, "To Bring Students Up To The 50th Percentile According To National Norms Within A Two Year Period", was partially realized. Percentile rankings were not available but the G.E.'s showed approximately 1.7 gain in grade level over the previous year.

The staff feels that the objective can be realized. Utilizing the knowledge gained during the past school term and employing new techniques and materials, the remedial teachers feel the objective can be reached and maintained.

Special Education

The objective of having each EMR child experience success in educational activities was realized numerous times during the school year.

Activities were carefully chosen in order that all students could excel in at least one area. This helped to stimulate or motivate the students to want to learn and each teacher noted positive results in the level of interest and readiness to participate.

No child was isolated for the whole school day. All of the children participated in art and music. Others, on the junior high level, were able to participate in physical education, band, chorus, art, homemaking and industrial arts.

Speech Therapy

Two speech therapists were employed to help accomplish the objective of removing the speech handicaps of the most severly affected children in Title I activities.

Significant improvement has been noted in the students' self image and their willingness to participate in oral reading and music activities with other children. They have also made significant progress in learning mouth formations for sounds and remarkable progress in conditioning to listening.

Health and Hygiene

The health program contributed significantly to the performance of children in Title I activities. Many hearing and medical problems which interferred with the learning process were eliminated or improved. Dental and vision services were carefully evaluated and each child who received such services was instructed in the proper use and care of glasses and good dental hygiene.

The health and hygiene program is so closely allied with learning that it should be considered a "must" in program planning.

Attendance

Since students with educational problems usually have a history of poor attendance, the attendance program has greatly complemented the educational activities conducted under the auspicies of Title I.

The overall attendance of students has been improved by 2.4 percent, many students have returned to school, and the attitudes of parents have significantly changed since the inception of the program. The community has also become aware of the necessity for eliminating the causes of absenses such as providing clothing, food and improving the home environment of disadvantaged children.

Materials Center Services

The materials center contributed greatly to the effectiveness of the instructional program. The provision of up-to-date films and filmstrips, excellent audio visual equipment

repair service and printing and duplicating services as needed helped the teachers to make progress toward the objectives to the Title I program. It is felt that the continued use of all available media will help motivate students to learn and successfully relate to a modern world.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Webster County School District, Walthall, Mississippi

II. Contact Person: J. R. Davis, Title I Coordinator

III. Cost: $232,115.00

IV. Major Emphases:

Instructional Activities

A. Reading

B. Language Arts

C. Mathematics

D. Special Education

Supportive Services

A. Testing

B. Library

C. In-service Training

V. Description: The project activities were designed to raise the achievement level of children who were making unsatisfactory progress in their school work. Lack of acceptable progress was due to various factors such as disadvantaged home conditions, lack of parental encouragement, and poor preparation in preceeding grades.

In order to compensate for the deficiencies hindering the progress of participating children, a developmental instructional program was provided in grades one through four, and a

remedial program was provided in grades five through eight. Major emphasis was placed on the instructional activities of reading, language arts, and mathematics and a special education program for EMR children. In addition, supportive services in the areas of testing, libraries, and in-service training were provided.

The reading program received the highest priority rank as determined by the Needs Assessment. To meet the needs of children in this area, more effective methods of teaching reading were sought by the reading teachers through activities provided in a Pre-school Workshop. Additional training was provided for the teachers during the school year by consultants from companies whose materials were being used. Enrichment activities, workbooks, library books, and other reinforcement materials supplemented the textbook materials. Teacher aides were used very effectively to assist the teachers in strengthening the reading program.

Basically, the same approach utilized in the reading activity was employed in the language arts and mathematics activities. In each activity, teachers individualized the instruction for the student to the highest degree possible. The use of teacher aides was primarily responsible for the success achieved in individualizing instruction.

The special education activity for EMR children has provided opportunity for these students to develop habits, skills, and make personal adjustments that would not have otherwise been possible. Special materials, instruction,

and activities have been provided which were appropriate for this type of student. Much satisfaction has been gained by all persons involved in the activity.

The assessment of the degree to which the project goals and objectives have been obtained is that substantial progress has been made. However, many children are still achieving at a very unacceptable level and are greatly in need of further attention.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. West Point Municipal Separate School District, West Point, Mississippi

II. Contact Person: Horace Lane, Title I Coordinator

III. Cost: $210,671.00

IV. Major Emphasis: The major emphasis of the 1972-73 ESEA Title I Project was composed of instructional activities in the areas of mathematics, reading, industrial arts and physical education. Supportive services of the project involved health services, attendance services, and a comprehensive program of speech therapy.

V. Description: Developmental reading with tutorial assistance in first and second grades and remedial reading and mathematics in grades three through seven. Approximately 312 first and second grade pupils were tutored by teacher aides trained by professional educators. The students were chosen by their low readiness and achievement scores. The tutorial program was designed to supplement regular classroom instruction. Two Title I Teachers were placed in a room with a district teacher to give supplementary instruction which enabled students to proceed at their own rate and level.

In the third, fourth and fifth grades a Title I teacher and aide were teamed with a district teacher to instruct the

students found at least one grade level below national norm based on California Achievement Test scores in reading and mathematics. The students received more individualized instruction than they could have received in a regular classroom.

In the sixth grade and seventh grades, Educational Developmental Laboratories (EDL) materials were used. A variety of materials were used to teach and reinforce skills and to develop an appreciation for reading. This program provided reading and mathematics instructional materials at the students levels. Teachers and teacher aides were trained by an EDL Consultant.

Elementary physical education was provided for third, fourth and fifth grades. Materials were provided so that the teacher and his teacher aide could carry on activities that would develop good physical fitness and body coordination. This part of the program created a desire for most of the children to attend school and provided a necessary outlet for releasing energy that might have otherwise led to restlessness in the classroom.

The Industrial Arts Program for the junior high students included activities for pleasure and learning and provided the students an opportunity to acquire related technical information essential to a specific job performance. They learned to produce good workmanship. These activities kept many students in school and prevented a large number of drop-outs. An attendance service program was instituted to counsel with student

and parents on the need for regular school attendance. Two part time attendance officers were employed to work with principals and parents in reducing absentees of students in the school. One of the major reasons that many children from low-income areas are poor achievers is because of their irregular school attendance. Many times the attendance officer would note some health or physical deficiency and refer the student to the school nurse for care. One of them is available at all times to assist school personnel in parent, students school relationship.

The Speech Therapist worked with children in first and second grades. She examined and diagnosed or evaluated speech, voice and language behavior of 150 students who experienced difficulty with these functions. She also provided remedial instruction and counseling for them according to their individual respective needs. Several referrals of children with severe speech and hearing problems have been made. Title I funds are used to pay for these corrections.

The speech therapist worked closely with the health service personnel in referring pupils for psychological diagnosis and corrections.

The School Health Program provided a full-time registered nurse and a nurse's aide who worked closely with the Clay County Health Department in trying to evaluate individual physical needs and to correct deficiencies so that each child can receive the maximum benefits from the instructional program. When it is found that parents were not able to pay for

medical and dental services and clothing, Title I paid for the services.

This year Title I funds helped to make it possible to individualize the instructional program, according to their individual aptitudes, attitudes, and interests of each student. Our project has proven to be valuable, effective and accepted by teachers, parents, and students.

PROJECT PROFILE

REGULAR SESSION 1972-73

I. Yazoo City Separate School District, Yazoo City, Mississippi

II. Contact Persons: Harold C. Kelly, Superintendent
G. G. Young, Coordinator

III. Cost: 283,170.00

IV. Major Emphasis: The three areas of instruction that received major emphasis in the fiscal year 1973 project were reading, language arts, and mathematics. Other Title I services that received major emphasis were health services, physical education, music, library services, audio-visual services, testing activities, and the in-service training program.

V. Description: By making use of the previous year's project data from the title I program, we were able to provide instructional activities as the basis of standarized achievement test data, cumulative school records and recommendations from school principals, teachers, and Title I instructional staff. With such data in hand, it was possible to group and organize our instructional program and activities to the level of the child and purchase materials with the individual classes or groups in mind. This procedure of planning the instructional activities for the educationally deprived child allowed teachers to work with pupils having the same difficulties, thereby benefiting from the instructional program in the three major areas of activities of the project.

In the reading program children were taught from the basal remedial reading program which was supplemented by additional materials found to be helpful in teaching the educationally deprived child. To strengthen our reading program, library books were provided to cover a wide range of reading levels and interests. Such unique action on the part of the librarian and Title I Staff worked out to be beneficial to students as a means of background material and reading experiences. Noticeable academic achievements were observed in the three schools.

The language arts activities dealt with sentence structure as well as oral and written communication. These activities were emphasized through the development of pupil's class performances and in the developing of workbooks and classroom displays. Experiences for oral expression were accomplished through I Heard It With My Own Two Ears type of program. Such activities widened the pupil's vocabulary and dealt with correct ennunciation as well as pronunciation of words, phrases, and expressions.

Each educationally deprived child was challenged to improve and develop as rapidly as his intellect permitted with arithmetic computations and number concepts. Our mathematical instructions featured a variety of manupulative aids being utilized to give pupils the opportunity to learn the fundamental operations in arithmetic and mathematical concepts as well as develop basic skills needed to be competent in everyday mathematics.

In all three major areas of instruction noticeable achievements were attained according to the pupils' schools records and standarized test results. Nevertheless, it was not up to the

expectations that the staff had anticipated. Hopefully, subsequent projects will be able to build on the accomplishments of the past projects and the educational needs of the educationally deprived child will be ascertained.

Other areas of services observed in this project showed a great deal of progress during the regular school year. More than six-hundred pupils were benefited from the services of the health program, placing special efforts on good health habits, dental and visual corrections. The audio-visual department provided Title I teachers with sufficient equipment, and superb services and assistance thereby, enabling them to conduct worthwhile learning activities in their classrooms. The in-service training program supported by Title I was rather unique for our teaching staff. The teaching of elementary Language Arts have had a fascinating influence upon the teaching staff for the deprived child. The teachers were brought up-to-date with the modern techniques for imparting knowledge to students, and the students became recipients and benefited through knowledge gained because Title I made it possible. The music activity was conducted in the three schools for the purpose of improving the self-image of the student. Such programs of music brought into focus an enjoyable activity as well as a creative experience for the students. The physical education program contributes greatly toward our goal of the healthy, physical happy child.

The Director of Elementary Instruction and the Reading Supervisor are to be commended for the superb way of coordinating the Title I activities with the regular instructional activities of the school district, thus resulting into a splendid workable and instructional unit for the school system.